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ABSTRACT

This guide describes the Model of Interdisciplinary Training for Children with Handicaps (MITCH) program and suggests ways to implement this training program for Florida caregivers of infants and toddlers with disabilities on a local level. It includes guidelines for conducting training sessions and for training instructors. Specifically, the guide describes: responsibilities of trained MITCH instructors; the existing network of instructors and coordination by geographic area; the role and responsibilities of Florida Diagnostic and Learning Resources System Network Group Coordinators; criteria for choosing persons to be trained as instructors; procedures for training instructors; procedures for setting up a MITCH training session; and material for doing a presentation about MITCH. The MITCH program has developed 13 training modules which provide caregivers with training on: (1) intellectual development, (2) speech and language development, (3) meeting special needs, (4) the impact of the special needs child on family functioning, (5) listening and sensory integration, (6) the caregiving environment, (7) behavior management, (8) health care, (9) motor development, (10) nutrition and feeding, (11) communication skills for caregivers, (12) visual impairments, and (13) children at risk due to substance abuse. Appendices include reproducible MITCH forms, names and addresses of resource agencies, and general information about Project MITCH. Also included is an addendum for the MITCH Training modules which contain listed corrections that should be made to the text of the materials and a list of handout/overhead pages that have been revised. (DB)

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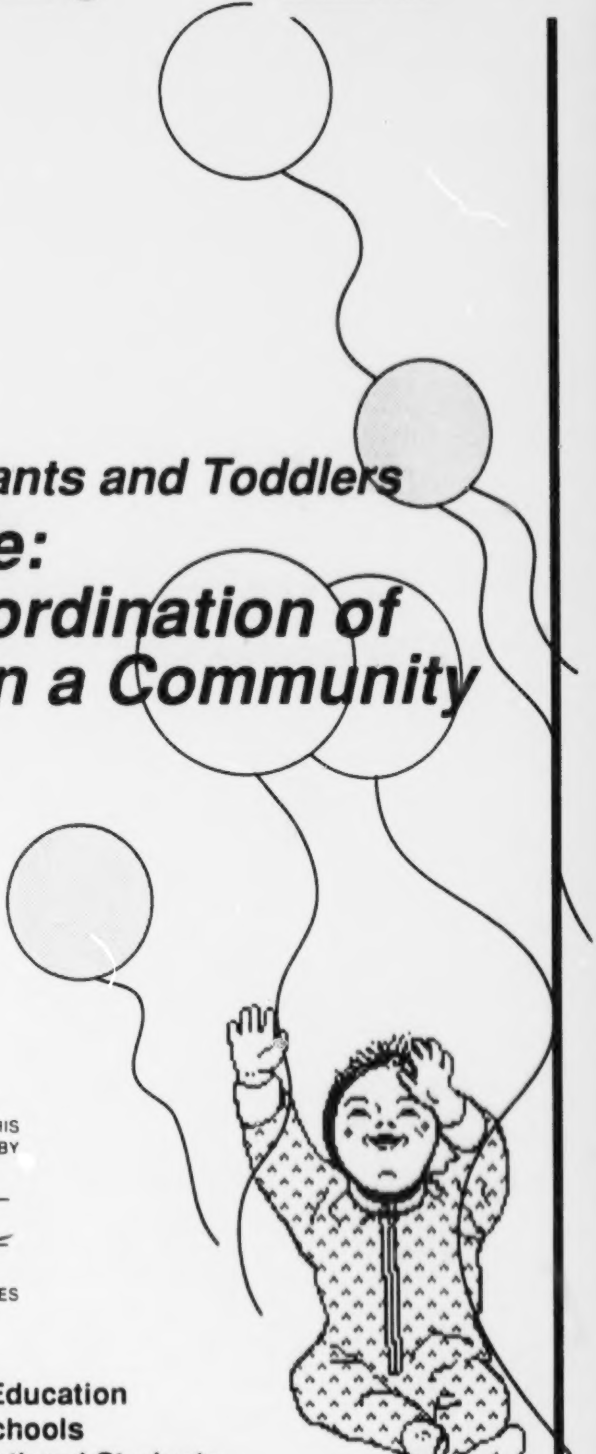

A Series for Caregivers of Infants and Toddlers

MITCH Training Guide: Strategies for the Coordination of MITCH Training within a Community

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1992

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Model of Interdisciplinary Training for Children with Handicaps

A Series for Caregivers of Infants and Toddlers

MITCH TRAINING GUIDE: Strategies for the Coordination of MITCH Training within a Community

Florida Department of Education
Division of Public Schools
Bureau of Education for Exceptional Students
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1992

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Model of Interdisciplinary Training for Children with Handicaps

A Series for Caregivers of Infants and Toddlers

MITCH Training Guide: Strategies for the Coordination of MITCH Training within a Community

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Introduction

WHAT IS PROJECT MITCH?

Project MITCH Overview

The purpose of the Project MITCH (Model of Interdisciplinary Training for Children with Handicaps) training series is to assist local school districts in Florida in providing interdisciplinary training and resources to parents, non-degreed daycare workers, and health care providers who work with special needs young children ages 0-5, with emphasis on ages 0-2.

The primary beneficiaries of the training are infants and toddlers who will be better served by trained caregivers. The secondary beneficiaries are the caregivers themselves, who will gain in knowledge, ability, and feelings of self confidence. For parents, this will positively affect the lifetime relationship they have with their children. For professional caregivers, this will positively affect their vocational skills and status.

This series and related training were funded by a series of grants to the Florida Diagnostic and Learning Resources System (FDLRS)/South, from the Florida Department of Education, Bureau of Education for Exceptional Students (BEES).

In 1987, the Florida Legislature designated $100,000.00 of the total appropriation for the FDLRS Network to "expand services to infants and preschool children". The application submitted by Dade County on behalf of the FDLRS/South Associate Center serving Dade and Monroe Counties was selected and funded for the period May 25, 1988, to December 31, 1989. FDLRS/South collaborated with FDLRS/Mailman at the University of Miami, and FDLRS/Gateway, serving Hamilton, Columbia, Lafayette, Madison, and Suwannee Counties, to complete the work under the grant. Outcomes of the project included:

- assessment of the status of training and resources for the designated population
- design of a collaborative implementation and training model to include development of competencies, an adapted training plan for daycare providers, recommendations for curricula to be used in daycares and preschool programs, and recommendations for provision of consultation to parents
- design of replicable training modules which enhance or expand the HRS eight-hour special needs child care module

- validation of the training modules in Dade and Monroe Counties, and counties served by FDLRS/Gateway.

Funding for Project MITCH was continued from January 1990, through June 1992, with a series of grants through the *Individuals with Disabilities Education Act (IDEA), Part B and Part H,* funds to provide for:

- printing and dissemination of the modules
- conducting awareness activities
- producing modules 12 and 13
- training in the use of thirteen modules for potential instructors and other interested personnel in the 18 FDLRS Associate Center service regions
- establishing a statewide network of trained MITCH Instructors
- coordinating training activities statewide
- producing Spanish translations of the handouts
- collaborating with other state initiatives about training needs of persons working with disabled and high risk infants and toddlers
- purchasing of a collection of birth through two-year old training and evaluation materials for placement in each FDLRS center
- linking with the Community College Network and the Department of Health and Rehabilitative Services (HRS) initiatives including Healthy Start and Developmental Evaluation and Intervention
- writing a guide to facilitate continuation of MITCH activities when Project MITCH terminates.

MITCH Modules

Topics for the training modules, as well as information which provided the basis for the competencies, policy framework, and other products of Project MITCH, were obtained from a literature search, interviews, and letters of inquiry and needs assessments sent to over 600 persons throughout the State of Florida. The modules were written by several authors from various disciplines, including early childhood education, exceptional student education, nursing, occupational and physical therapy, speech and language, nutrition, and social work. Each module was read by several critical readers and was piloted in both north and south Florida at least three times before final rewriting took place.

The training series emphasizes developmentally appropriate methods and normal development as the means for working with youngsters who have special needs. The thirteen three hour modules that currently make up the series have relevance for caregivers of normally developing children as well as caregivers who may be working with children who are disabled or experiencing delays, or who may be at risk. Although several of the modules specifically address normal and abnormal development from birth to 36 months of age, the material is also meaningful to caregivers of preschoolers who are chronologically older but who are functioning developmentally within the birth to three year range.

Thirteen MITCH training modules have been developed.

(1) *Intellectual Development: What You Can Do to Help*

(2) *Speech and Language Development: What You Can Do to Help*

(3) *The Child Who Seems Different: Meeting Special Needs*

(4) *Family Functioning: The Impact of a Child with Special Needs*

(5) *Listening and Sensory Integration: What to Do Before Speech and Language Develop*

(6) *The Caregiving Environment: Planning an Effective Program*

(7) *Behavior Management: Preventing and Dealing with Problem Behavior*

(8) *Health Care: Infection Control, Medication Administration, and Seizure Management*

(9) *Motor Development: What You Need to Know*

(10) *Nutrition and Feeding Practices: What You Need to Know*

(11) *Working Together: Communication Skills for Parents, Caregivers, and Other Professionals*

(12) *Visual Impairments: What You Need to Know*

(13) *Interventions for Children At Risk Due to Substance Exposure: Dealing with the Myth of Cocaine*

Each of the three-hour modules can be used independently. Although the modules are numbered sequentially, they may be presented in any order since no module provides prerequisite material for another. Each module contains a script for the instructor, activities, references, resource list, reproducible handouts/overheads, and follow-up activities. In some cases, a videotape and/or audiotape and other materials are available to supplement the written material.

MITCH Booklets

Three booklets have also been produced through MITCH. These may be used with modules as indicated or may be used independently. The booklets are listed below:

- *A Simple Introduction to Physical and Health Impairments*, to be used with Module 3
- *Welcome to the World: An Overview of Your Growing Child*, to be used with Modules 1, 2, 3, 6, 7, and 12
- *Curricula for Use with High Risk and Handicapped Infants and Toddlers*, for use as a supplement to the modules.

WHAT IS THIS GUIDE ABOUT?

The major goal of this guide is to suggest ways to implement and continue MITCH training on a local level. Also included are guidelines for conducting training sessions and for training others to become MITCH Instructors. It is important to remember the major training concern should always be the needs and characteristics of the persons being trained. Ideas for networking, sustaining MITCH on the local level, and conducting training which are set forth in this guide are to be considered suggestions only. Members of each FDLRS Network Group (FNG) must determine the best practices for training in their area. Each MI must determine the best methods for disseminating this information.

This guide will describe the:

- responsibilities of trained MITCH Instructors (MIs)
- existing network of MIs and how MIs are coordinated within each geographic area by a FDLRS Network Group Coordinator (FNGC)
- role and responsibilities of the FNGC
- criteria for choosing persons to be trained as MIs
- procedure for training additional MIs
- procedure for setting up a MITCH training session
- material for doing a presentation about MITCH.

MITCH Instructors (MIs)

WHO ARE MIs?

MITCH Instructors (MIs) are those persons who have been trained by the MITCH Project Specialist through grant activities during the 1990-1991 time period or subsequently by any MIs.

In Florida, only persons who have been trained as MIs are eligible to obtain and to use MITCH training materials. Identifying information for each instructor is recorded and kept on file with the local FDLRS Network Group Coordinator (FNGC) and a designated agent for the Bureau of Education for Exceptional Students (BEES).

RESPONSIBILITIES OF MIs

MITCH Instructors are expected to maintain the integrity of the training materials and adhere to the following guidelines.

MITCH Instructors should:

- Know the background information on Project MITCH presented in the Introduction of each module (pages 1-4). This information is the same in every module.

- Know the information presented in the *User's Guide to Series* in each MITCH Module (pages 5-9). This information is the same in every module.

- Be thoroughly knowledgeable about all information they intend to present during any MITCH training. If a MI is uncomfortable about delivering the material contained in any MITCH Module, that instructor should arrange to work with another person (e.g., professional in the specific discipline such as a nutritionist, occupational therapist, etc.) who is knowledgeable about the content, or arrange for another MI to present the module.

- Maintain close contact with their local FDLRS Network Group Coordinator (FNGC) in order to know how MITCH training is being implemented in their own geographic area. Please review Part II of this booklet entitled, "FDLRS Network Groups (FNGs) and Coordinators (FNGCs)," which contains information related to this.

- Take an active role in the networking of MIs in their FNG in order to share ideas and experiences, keep informed, and support and assist other MIs whenever possible.

- Train other qualified persons as MIs.

- Notify their local FNGC of all anticipated MITCH training sessions, including date, time, place, contact phone number, audience for whom the training is being given, and whether other parents or caregivers may attend. A form that may facilitate this is found in Appendix A and is entitled *Project MITCH Training Plan* form.

- Report all MITCH training to their local FNGC by May 15th of each year in accordance with the routine established by the local FDLRS Network Group (FNG).

  The reproducible form entitled *Project MITCH Training Report - Form A* in Appendix A should be used to report three-hour training sessions.

  The reproducible form entitled *Project MITCH Training Report - Form B* in Appendix A should be used to report any training that used the MITCH materials in other than three-hour training sessions (e.g., one-to-one training, using materials as a major resource for vocational-technical, high school, or secondary education credit, etc.).

- Record the information found on the reproducible *List of Participants* located in Appendix A of each MITCH Module (also see Appendix A of this guide) for each participant who satisfactorily completes all three hours of any MITCH Module and the Follow-Up Activity for that module. This information will be necessary if the state adopts a credentialing procedure for caregivers that utilizes the MITCH Modules. This information should be submitted to the FNGC by May 15th of each year.

- Be an advocate for enhancing the personal and/or professional caregiving skills of parents and other caregivers utilizing the MITCH materials and any other appropriate materials.

- Serve as a model to parents and other caregivers in using developmentally appropriate practices, in displaying empathetic interpersonal skills, and in serving children in the least restrictive environment.

- Provide support to all persons they train to the extent that their job will allow.

- Train another person to take their place if it becomes necessary for them to leave the agency/organization for which they were doing MITCH training.

- Notify the FNGC for their area if they no longer can function as MITCH Instructors so their names can be removed from the list of active MIs. A *MITCH Instructor Resignation Form* to facilitate this is in Appendix A.

The address and phone number for the Clearinghouse/Information Center is Florida Department of Education, Bureau of Education for Exceptional Children, Florida Education Center, Tallahassee, FL 32399-0400; (904) 488-1879, Suncom/278-1879.

MIs MAY NOT CHARGE FOR TRAINING

MITCH Instructors (MIs), or the sponsoring training agency, should not charge for or make a profit from the use of MITCH Modules. The only exceptions to charging participants for attending a MITCH training are those in which a small fee is necessary to meet incidental costs of the training such as clerical expenses for registration, cost of duplicating materials, or the expense of heat, light, or custodial services, or where MITCH materials are being used in whole or part as curriculum for vocational-technical (vo-tech) classes, community college courses, and the like.

The reason that no profit should be made is the materials were developed with funds from the Florida Department of Education (DOE) and the materials are free to trained MIs in Florida who were, in turn, trained free of charge for the purpose of training parents and other caregivers in the state.

Obviously, when presenting MITCH training as part of their job, MIs may accept their usual salary. Similarly, if a MI has been asked to give a presentation at a conference at which all speakers are given an honorarium, or if a MI has been asked to present MITCH training for an agency and the agency normally pays a fee to all persons whom they engage as trainers, the MI may accept the usual fee.

Accepting any other type of payment, such as compensatory time away from their job, or an exchange of services or facilities, should be evaluated on an individual basis and discussed with the local FNGC.

The MITCH FDLRS Network Group in each area may decide, as a whole, to set specific guidelines regarding the issue of payment for training within their own area. The major principles to follow are the assumption of a lack of profit for persons and agencies as a result of offering MITCH training, and the provision of quality training for parents and caregivers at minimal or no cost to them.

SUMMARY OF
RESPONSIBILITIES OF MITCH INSTRUCTORS (MIs)

Trained MIs should:

- Know background information about MITCH.
- Know information presented in User's Guide to Series.
- Be thoroughly knowledgeable about all information to be presented during any MITCH training they present.
- Maintain close contact with their FNGC.
- Actively network with other MIs in their FNG and coordinate training calendars.
- Train other qualified persons as MITCH Instructors.
- Notify the FNGC of all anticipated MITCH Training sessions.
- Report all MITCH training sessions to the FNGC using Training Report - Form A and/or B by **May 15th** of each year.
- Keep a record of all participants who attend all three hours of training on a module and satisfactorily complete the Follow-Up Activity. Submit this to the FNGC by **May 15th** of each year.
- Be an advocate for enhancing personal and/or professional caregiving skills of participants.
- Serve as a model regarding developmentally appropriate practices.
- Provide support to participants they train.
- Train their successor to take their place as a MI.
- Notify the FNGC if they no longer can function as a MI.

MIs MAY NOT CHARGE A FEE FOR DOING MITCH TRAINING.

FDLRS Network Groups (FNGs) and Coordinators (FNGCs)

Description of FDLRS Network Groups (FNGs) and How They Function

In the state of Florida, there are 18 Florida Diagnostic and Learning Resources System (FDLRS) Associate Centers. The Associate Centers provide support services to parents, teachers, and personnel from community agencies serving children with disabilities. Each county in Florida is served by a designated FDLRS Associate Center. Please see Appendix B for a list of FDLRS Associate Centers, their phone numbers, addresses, and the counties they serve (service areas).

These same FDLRS service areas have been designated MITCH FDLRS Network Group (FNG) areas. MITCH FDLRS Network Group Coordinators (FNGCs) oversee the MITCH Training that takes place within their own FNG area. In some areas, there are two co-coordinators rather than one coordinator.

FDLRS Network Group Coordinators (FNGCs)

Role of FNGCs

The FNGC position may be filled by one person, or shared by two persons who act as co-coordinators. FNGCs are often, but not always, members of the local FDLRS staff. If MIs are not certain as to who the FNGC for their area is, they may call the FDLRS Associate Center that serves the county in which they work and ask the Prekindergarten Specialist, the Inservice Training Specialist, the Child Find Specialist, or any other person on the FDLRS staff who may be trained as a MI, for the name, phone, and address of the MITCH FNGC for their area.

FNGCs originally agreed to serve for one year. However, each FNG may decide upon the length of service that seems most appropriate for the coordinator of the area. If the FNGC must leave the position because of a change in job or other factor that would make it impossible to continue as FNGC, it is important for a new FNGC to be appointed or elected to take over that position immediately.

The members of each FNG should determine how they will select the new FNGC for their area and for how long the FNGC will serve. Selection may be accomplished by election, appointment by a designated person, or other agreed-upon method.

The FNGC for each area should be a person who is a good leader and organizer, and one who is committed and willing to perform the job. This person should have a sufficient amount of time available for fulfilling the duties of the FNGC without having this interfere with other job-related duties. It will also be necessary for the FNGC to have available resources to cover such incidental costs as telephoning, mailing, and duplication of letters or information sheets.

Responsibilities of FNGCs

FNGCs are responsible for the following duties. It is not necessary for the FNGC to perform each duty. The FNGC may arrange for other members of the FNG to carry out specific tasks, and/or there may be a co-coordinator with whom to share responsibilities.

Maintain a List of MIs Within the FNG

The FNGC will maintain an up-to-date list of trained MIs to include such information as their name, agency for which they work, address, and phone number. When MIs leave the area or no longer wish to be considered a MI, their names should be deleted from the active list of MIs. If MIs move to another location in Florida, they may retain their status as instructors; however, it will be important that the coordinators of the FNG from which they are moving and the FNG to which they are moving be notified. (Please see *MITCH Instructor Identification Information* form and *MITCH Instructor Resignation* form in Appendix A).

A copy of the updated list of MIs for each FNG should be sent to the Department of Education (DOE) designee by May 30 of each year. (See "Reproducible MITCH Forms," Appendix A, for DOE Designee name, address, and telephone number.) Within Florida, only trained MIs are entitled to receive MITCH materials. Therefore, it is necessary for the supervisor of the Clearinghouse/Information Center to have this updated information. The address is: Clearinghouse/Information Center, Florida Department of Education, Bureau of Education for Exceptional Students (BEES), Florida Education Center, Tallahassee, FL 32399-0400.

Coordinate Training Within FNG

The FNGC should maintain a calendar which lists the dates, time, place, contact phone numbers, and MI(s) of all MITCH trainings within the FNG area. This list should also include information stating for whom the training is being given and whether the training is open to other parents and caregivers.

In addition, the MIs of each FNG area may decide, as a group, to schedule and present the entire series of MITCH Modules for parents and other caregivers. The FNGC can either appoint someone to be in charge of setting up such a series of trainings or take that responsibility herself. This involves arranging a schedule to include dates, time, location, name of instructor(s), and which module(s) that each MI will present. Part IV of this booklet contains suggestions for setting up a training. The series coordinator will need to monitor the training since it may cover a number of months from beginning to end.

The FNGC for each area also is responsible for networking with all of the MIs of the service area. How this is accomplished in each area depends upon the consensus of the group within that area. It is suggested that one to three meetings are called each year by the FNGC. The personal contact that results from face-to-face meetings will facilitate feelings of commitment and group membership on the part of MIs. Additional communication can be accomplished through telephoning or writing letters, and a periodic newsletter or information sheet for the area, if appropriate.

Assist in Locating Support Personnel

Locating and compiling a list of support personnel (interdisciplinary related-service personnel) who are willing to assist in MITCH presentations will be very helpful for all MIs in each FNG area. The FNGC should arrange for this to be done.

For example, it is required that the second hour of MITCH Module 8 - *Health Care: Infection Control, Medication Administration, and Seizure Management* be presented by a licensed nurse, physician, or pharmacist. With regard to other modules, MIs may feel they are not familiar enough with the discipline-specific content of certain modules such as Module 9 - *Motor Development*, or Module 10 - *Nutrition and Feeding Practices*. In this case, the MI may wish to invite an expert in that topic (e.g., a physical therapist or nutritionist, respectively) to present the module, assist in the presentation, or attend the presentation in order to answer any questions participants may have. The support personnel (interdisciplinary related-service personnel) may already be a trained MI or someone else who is willing to contribute occasional support to MITCH training. This assistance can be facilitated if a list of support personnel is available.

All MIs within each FNG area can contribute to the list for their area. Any time a MI locates someone who is willing to serve as a support person, that person's name and phone number can be called in to the FNGC who, in turn, can compile a master list of persons who will be available to all other MIs within the FNG area.

Help MIs Locate Resources

The MIs in each FNG can share resources. This will again be facilitated through a master list compiled and kept by the FNGC or a designee. For example, once a year, the FNGC may inquire about what resources MIs in each area have available for use by other MIs in their area. These could include items such as a copy machine or meeting room that may be used free of charge or an overhead projector or VCR that can be borrowed.

The possibility of establishing links with civic volunteer groups to assist with bookkeeping duties should be investigated.

Once this information is recorded and distributed, a yearly update will require very little effort. (On the other hand, if it is not recorded, this information may soon be lost as more and more MIs are trained and others move on to different jobs or retire.) This information can facilitate interagency collaboration regarding all training, not only that which is related to MITCH.

Maintain Links With Other Agencies/Organizations in the Community

The FNGC should take the lead in gaining support for MITCH in each community. This can be accomplished, in part, by maintaining a strong tie with the local Prekindergarten Handicapped Interagency Council(s). Members of these councils are in an excellent position to assist in locating support personnel, locating resources, identifying personnel who would benefit from training, identifying potential MIs, assisting with publicity, and otherwise aiding and facilitating MITCH activities.

Links also should be kept with other agencies, organizations, or councils that serve infants and toddlers who are at risk, who display delays, and who are nonhandicapped. These include but are not limited to the FDLRS network; Association for Retarded Citizens; Easter Seals; United Cerebral Palsy; Coordinated Child Care and Resource and Referral agencies; Head Start; Family Network on Disabilities; community colleges; neighborhood preschools and daycare; Health and Rehabilitative Services (HRS) initiatives such as Healthy Start, Developmental Evaluation and Intervention, and Child Care Training; and Department of Education (DOE) initiatives such as Florida First Start, Early Intervention, and PreKindergarten Handicapped classes.

Help Identify MITCH Instructors Who Will Co-Present or Swap Trainings

Sometimes Instructors may wish to share a presentation with another MI and do a co-presentation. Or Instructors may like to observe another MI present a specific module because they feel uncertain about the material or their own presentation of it. Finally, some instructors may like to swap presentations with another MI. For example, some instructors may feel very comfortable with the content of specific modules and, therefore, they will be happy to present them for audiences of other MIs who are uncomfortable with those same modules. In return, they would expect the other MIs, who presumably feel more comfortable with different modules, to present those modules to both audiences.

Information about such preferences should be given to the FNGC, who can bring it up at a FNG meeting or pass it on as it is needed via a letter, information sheet, or newsletter. Again, this type of networking among trainers can facilitate collaboration for all similar training, not only MITCH training, especially if the FNGC is willing to act in this capacity.

Collect MITCH Training Reports and Tally Number of Trainings

Keeping track of how much MITCH training is conducted is important in order to know present and future needs. This information will allow persons within each FNG area to know how many participants have been trained, how often each module was presented, what agency provided the training, and whether any form of credit (e.g., Health and Rehabilitative Services hourly training credit) was given to participants. MIs should complete copies of *Project MITCH Training Report - Form A* and/or *B* and submit them to the FNGC no later than May 15th of each year.

Each FNGC can decide how to collect and keep this information in the manner that best suits individual needs. However, a copy of the *FNGC Annual Report Form* should be completed by the FNGC and sent to the DOE designee by May 30th of each year. Reproducible forms (*Project MITCH Training Report - Forms A* and *B* and the *FNGC Annual Report Form*) to assist in this are located in Appendix A of this guide.

Collect Identifying Information for Participants Who Attend Three Hours of Training and Complete Follow-Up Activity

Collect identifying information from all MIs in the FNG (e.g., names, addresses, phone numbers, and social security numbers) for all participants who completed three hours of training and the Follow-Up Activity for any MITCH module. Maintain this information in any way that is convenient (e.g., on computer disc or in a file of sign-in sheets). It may be necessary to forward this information to the Department of Education or the Department of Health and Rehabilitative Services if a credential is adopted by either which incorporates MITCH instruction.

SUMMARY OF DUTIES OF FDLRS NETWORK GROUP COORDINATORS (FNGCs)

FNGCs should:

- Maintain a list of MIs within the FNG. Send an updated list to the Department of Education (DOE) designee by **May 30th** of each fiscal year.
- Coordinate training within the FNG through meetings, maintaining a training calendar, and periodic newsletters or information sheets.
- Assist MIs in locating support personnel to assist in training and maintain an updated list of such persons.
- Help MIs locate resources and maintain an updated list of resources.
- Maintain links with other agencies/organizations in the community to elicit support for MITCH .
- Help identify MIs who will co-present or swap trainings with other MIs.
- Collect *Project MITCH Training Report - Forms A* and *B* from MIs. Total the number of MITCH trainings that take place within the FNG. Record the information on the *FNG Annual Report Form* and send to the Department of Education (DOE) designee by **May 30th** of each fiscal year.
- Collect identifying information for participants who attend three hours of training and complete the Follow-Up Activity for any MITCH module from MIs and maintain a record of that information.

How to Train a MITCH Instructor (MI)

— CRITERIA FOR CHOOSING PERSONS TO BE TRAINED AS MIs —

To maintain the integrity and high caliber of MITCH training, it is necessary to prepare only well-qualified persons as MITCH Instructors (MIs). It is not necessary that potential MIs have a baccalaureate degree, although in most instances they probably will. The most important consideration in endorsing an MI should be whether or not the MI trainee is knowledgeable and will present MITCH material in a skillful and responsible fashion. Endorsing MIs should take responsibility for and be willing to support any MIs that they train.

In order to assist in the selection of persons to be trained as MIs, the following guidelines may be helpful.

Potential MIs should have:

- a good basic knowledge of normal early child development and developmentally appropriate caregiving concepts
- familiarity with the nature and needs of infants and toddlers who are at risk or who have developmental disabilities
- a working knowledge of early childhood exceptional student education practices
- comprehension of, and a commitment to, placing children in the least restrictive environment
- a dedication to prevention and early intervention practices
- successful past experience in presenting workshops or training for parents and/or other caregivers: e.g., Child Development Associate (CDA) training; Health and Rehabilitative Services (HRS) child care training; instructor at community college, university, or vocational school; or training specialist within own work place

-or-

successful past experience in working in one-to-one situations with parents and other caregivers to dispense information, if this more closely meets the requirements of the potential MI's situation

-or-

perceived ability to be successful as an adult educator

- the desire and ability to present workshops/training and complete follow-up, either within the confines of their regular job or on a volunteer basis
- an audience of participants to train, or a willingness to train for other agencies who request training
- resources available to support the training (e.g., the ability to duplicate or secure handouts, videotapes, or other supplies, and access to a room in which to present) or knowledge of how to obtain such resources
- access to interdisciplinary support personnel to assist in the presentation of selected modules (e.g., a nurse, physical therapist, or speech pathologist) or knowledge of how to obtain such resources
- a strong desire and commitment to perform inservice and/or preservice training with parents and other caregivers
- a supportive work environment in which the administration approves time for training, release time to facilitate networking with other MIs, and a commitment to further the education of parents and caregivers.

TRAINING PROCEDURE

Nature of MI Training

Training MIs should be considered an individual matter and the training should be planned to meet the needs and abilities of the MI trainees. Consequently, the length of time that is spent in training and much of the material that is covered may differ substantially from one MI training to another.

For example, a trained MI at an agency may wish to train a co-worker at the same agency. The nature of this training may be very informal. It may consist of a session between the trained MI and the MI trainee which covers basic Project MITCH training information and use of forms (please see below). This may be followed by an introduction to each module of the training series that takes place over a period of several weeks, or months, as the need for training in a specific topic arises. It may include having the trainee attend one or more MITCH Module training sessions presented by the trained MI and/or supervision by the trained MI as the MI trainee presents or co-presents a MITCH module for the first few times.

At the other extreme, one or more trained MIs may wish to train a group of persons as MIs in their FNG area. They may schedule as many as three full days for this activity in order to cover the basic Project MITCH training information (please see below), present one or more MITCH Modules in their entirety, review the content of the other modules, provide information on teaching adults and/or presenting in front of groups, and allow trainees time to practice presenting portions of modules. A guest presenter might be engaged to present modules with specialized information such as that in Module 8 - *Health Care*, Module 9 - *Motor Development*, or Module 10 - *Nutrition*.

The trained MIs must be prepared to relate the correct information and to answer all questions. If they are uncertain about any policies, they should discuss these with the local FNGC in order to obtain clarification before beginning the training. They should also be thoroughly familiar with the contents of this guide, the introductory chapter in each module, the forms and the appendices of each module and how to use them, and general principles of successful training techniques.

When training MIs, it is necessary for specific information to be included in the training (see below). Other material and procedures may be considered optional depending upon the qualifications of the MI trainees.

Information/Procedures That Must Be Included in Training

Information About and Orientation to Project MITCH

Review in detail the *Introduction* and the *User's Guide to Series* found in each module. There is considerable information in this section which is important for every MI. This includes knowing:

- purpose of modules
- the funding sources and history of Project MITCH
- the materials that make up the series
- MI qualifications
- the role of the MI
- preparation and follow-through in setting up a training
- details about conducting a session (length of training, use of handouts, videotapes, and audiotapes)
- alternate uses of MITCH materials (e.g., one-to-one situation or as a resource for other training).

Review and explain the importance of the section called *Specific Information for Presenting Module* __. This section reviews information specific to the module in which it appears and includes the goals and objectives of the module, other recommended instructors that may be called in to present the module, the list of contact persons who can be called if there are any questions about the module, and details about the specific equipment, materials, and supplies necessary for presenting the module, including how to secure resource materials. Any reproducible pages necessary for activities specific to the module will also be located in this section and explained.

Review Format of Modules

Ask MI trainees to page through a sample module as you point out the following.

- Each module presents three hours of training.
- The training is designed to be presented in one three-hour session or three one-hour sessions.
- The modules are written in script form which provides necessary information for the instructor. It should be emphasized that all training must meet the individual needs of the audience. The script should not be read or memorized and followed exactly for any training. It merely provides an example for the instructor since an effort was made to keep concepts and language simple when the modules were written.
- A print type that is different from the script signifies instructions for the instructor and contains answers to any questions posed in the script.
- The cover sheet for each hour states the goals and objectives for that hour.
- Each hour is divided into specific time segments which may guide the instructor in knowing approximately how much time to spend on each topic in order to finish within a 60-minute time period. Again, it is more important for the instructor to meet the needs of the group than to adhere strictly to the module.
- Recommendations for when to use a handout or overhead are indicated in the margin of the text of each module. It should be explained that it is not necessary to use all of the handouts. In fact, usually it will be a better practice to choose which handouts should be reproduced for distribution to participants, which should be reproduced for use as overheads, and which should be eliminated, depending upon the specific audience. Also, it is permissible to use additional handouts from another source if the instructor feels it is appropriate.
- The importance of beginning and ending sessions on time should be stressed.
- Review Appendix A and point out that Appendix A is the same in every module. It contains several reproducible forms that may be helpful in any training:
    - The *Instructor's Timetable and Notes* form will assist the instructor in preparing for the presentation of a module. Setting dates by

which time-specific tasks must be performed, and then checking them off as they are completed, will enable instructors to keep on an appropriate time schedule. This form also allows for the same kind of checking to be done regarding the Six-Week Follow-Up Activity for each module. (Also see Part IV of this module - How to Set Up a MITCH Training.)

In addition to following this schedule, the instructor will have to make arrangements for registration and/or a facilitator.

- The *Advertising Flier* that appears in each module is specific to each module. Its use is optional. The information at the bottom of the page may be completed on a copy before it is reproduced for use. Reproduced copies may be colored to be more appealing.

- The *List of Participants*, or an equivalent list, is very important. All instructors should keep their own records of every person who attends all three hours of any MITCH Module Training and who also successfully completes the Six-Week Follow-Up Activity.

  This information should also be sent to the FDLRS Network Group Coordinator (FNGC) by May 15th of each year. The FNGC will keep this information on file. It eventually may be recalled by Department of Education (DOE) or Health and Rehabilitative Services (HRS) personnel if the state adopts a credentialling procedure for caregivers which includes training in the MITCH Modules.

- The *Follow-Up Mailer* may be used to remind participants to return the Six-Week Follow-Up Activity within the six week time period. It should be reproduced as one a two-sided page by photocopying the second page on the reverse side of the first. It may be reproduced on the letterhead of the agency which sponsors the training.

- The *Certificate of Completion* is to be given to participants who have attended all three hours of training for any module and who have also successfully completed the Six-Week Follow-Up Activity. (These are the same persons for whom the instructor must keep the *List of Participants* information.)

- Review Appendix B and explain this section contains the reproducible Handout/Overheads for each module. Consequently, it is different in every module. Point out the numbering system for the Handout/Overheads in the lower left hand corner of the handouts.

- Review Appendix C and explain there is a Six-Week Follow-Up Activity for each module.
  - The Activity should not be completed and returned to the MI immediately. Rather it should be taken back to the caregiving setting and completed within a six-week time period. It should serve as a reminder to the caregiver in the caregiving setting of the information that was presented in the training. It should stimulate carryover of the concepts.
  - Each activity was designed to have relevance for the caregiver in the caregivers' settings.
  - An attempt was made to reduce the writing requirements necessary to complete the forms. However, written response was not completely eliminated. Therefore, in order not to exclude any person who is not proficient in writing skills, it is acceptable to have another person in the caregiving setting complete the form at the direction of the participant, use photos that depict the changes made in the caregiving setting, have the participants respond orally, or use other appropriate methods of response.

Discuss FDLRS Network Groups and Their Function

Explain that the FDLRS (Florida Diagnostic and Learning Resources System) has 18 Associate Centers, each of which serves one or more specific counties in Florida. MITCH Instructors are assigned to FDLRS Network Groups (FNG) that correspond to each FDLRS Associate Center service area, and which also bear the name of the FDLRS Center. Each FNG has a FDLRS Network Group Coordinator (FNGC) who facilitates communication among MITCH Instructors, collects data about training that is conducted in the FNG during the year, and performs other tasks (see Part II of this manual). Often, but not always, the FNGC is a member of the FDLRS staff.

Provide the name, agency, phone number, and address of the local FNGC to the MI trainees and advise them of any pending meeting or any other information that is specific to the FNG in which they will work.

Review MITCH Forms Not Included in Modules

A copy of each of these forms is in Appendix A of this booklet:

- The *MITCH Instructor Identification Information* form should be completed by every person who is trained as a MI. It should be reproduced as a single two-sided paper. The front (first) side contains information that is considered public information. It will appear on lists of MIs that are distributed throughout the state. Therefore, it is important that no home addresses or phone numbers appear on this list. The back (second) side contains information that may be used by the FNGC or DOE designee for writing summary reports or gathering data.

A copy of this completed form should be sent to the local FNGC so that an updated list of MIs within that region is maintained. A second copy should be sent to the DOE designee.

- The *Project MITCH Training Plan* form should be completed by each MI prior to doing MITCH training and should be submitted to the local FNGC. The purpose of this is to enable the FNGC to know what training is being done when, where, by whom, and for whom. This will facilitate the coordination of training and cross-agency/organization training. Also, the FNGC will know, when, and how the MITCH training is being utilized in the FNG area.

- The *Project MITCH Training Report - Form A* should be completed after every three-hour training and submitted to the FNGC by May 15th. These forms will be tallied and the results sent to the DOE designee by the FNGC by May 30th of each year.

- The *Project MITCH Training Report - Form B* should be completed at least once a year by persons who use the MITCH materials in a manner other than presenting three-hour sessions. These forms should be sent to the FNGC by May 15th of each year so the data can be tallied and submitted to the DOE by May 30th of each year.

- The *List of Participants* form is identical to the form that appears in Appendix A of each MITCH Module. It, or another form containing the same information, should be reproduced and completed for every three-hour MITCH training. Whenever participants attend all three hours of training and also satisfactorily complete the Six-Week Follow-Up Activity, the information on this list should be kept by the MI who did the training and also forwarded to the FNGC by May 15th of each year. The information may be kept in files using the lists as they are handwritten at the training, put onto a computer list, or kept in any other manner that is convenient.

- The *Request for MITCH Materials* form should be completed whenever a trained MI wishes to receive MITCH materials from the Clearinghouse/Information Center. Please note that new MIs will not be sent MITCH material upon their own request until the Clearinghouse/Information Center receives MITCH Instructor Identification forms for them which have been signed by the training MI or other notification by the DOE designee.

- MITCH materials are available for a nominal fee which covers the cost of developing, printing and mailing them to persons outside of Florida. Requests for materials by out-of-state persons should be forwarded to the Clearinghouse/Information Center, Florida Department of Education, Bureau of Education for Exceptional Students, Florida Education Center, Tallahassee, FL 32399-0400; phone 904/488-1879; Suncom 278-1879.

- The *Certificate of Appreciation* should be reproduced, on high quality paper if possible, and presented to all new MIs after they are trained by the training MI(s).

- The *MITCH Instructor Resignation Form* is to be completed by any person who can no longer serve as a MI. A copy of this form should be sent to the local FNGC.

- The *FNGC Report Form* should be used by the FNGC to report the sum total of training that was completed for a specified 12-month period within the FNG area. It should be completed and sent to the DOE designee by May 30th of each calendar year. MIs in each FNG area should have reports of their training *(Project MITCH Training Reports - Forms A* and *B*) submitted to the FNGC no later than May 15th of each calendar year. Therefore, the FNGC will have two weeks to total the number of trainings that have been presented in the FNG area, complete this form, and submit it to the DOE designee.

- Evaluation is an important part of any training session because it gives the MI important information about the success of the training and provides direction for future training. Three different *Training Evaluation Forms* appear in Appendix A. The first is a variation of the initial evaluation form that was used while piloting the MITCH Modules. It was revised at FDLRS/Hillsborough. The second is a variation of the evaluation form used at FDLRS/Crown. The third is a variation of the form that was used in the initial training of MITCH Instructors. MIs may choose which one to use according to which best meets the need. Or, if the agency which sponsors the training has its own form, it may be used in lieu of those in Appendix A.

- The *Application to Become a MITCH Instructor* form is a variation of the form that was used by all persons who applied to attend the initial MITCH Training of Instructors that was conducted in Florida. This form may be useful to the training MI when setting up a training of MITCH Instructors on the local level.

- The *Workshop Checklist* was designed at FDLRS/Westgate and is an alternative to the *Instructors Timetable and Notes* that appears in Appendix A of each module.

Discuss and Show the *Addendum for MITCH Training Modules*

It is important for instructors to replace handouts in their printed modules with those that appear in the addendum. It is also important for them to make the changes that appear in the addendum in the text of their printed modules.

Discuss HRS Hourly Training Credit

Explain that MITCH Training is very often used to provide hourly training credits to contribute toward the Health and Rehabilitative Services (HRS) required annual training for child care workers. The MI does not have to be a trained HRS child care trainer in order to give HRS hourly credit to participants for attending MITCH training. The process for awarding HRS credit is approved of and monitored by the local HRS Child Care Training Coordinator for each area. Contact that person for details on how to accomplish this in specific areas. A list of the names, addresses, and phone numbers for the HRS Child Care Training Coordinators, and the counties they serve, is in Appendix B.

Restrictions on Who May Present Hour 2 of Module 8

Inform MI trainees that Hour 2 (Medication Administration) of Module 8 - *Health Care* **must be presented by a licensed nurse, medical doctor, or pharmacist**. MIs who are not licensed in one of these three professions are not trained or qualified to present the topic of medication administration. If they do such a presentation and a medication administration problem arises as a result of their teaching, they will be liable for any damages. Licensed nurses, doctors, and pharmacists are trained to teach this topic while unlicensed persons are not. Explain to the MI trainee(s) that they will have to engage someone in one of the three professions to present Hour 2 of Module 8. Discuss how this may be accomplished with the help of the FNGC and the FNG in each area.

All MITCH training other than Hour 2 of Module 8 may be presented by all MITCH Instructors. However, emphasize that not all MIs may feel comfortable or capable of presenting one or more of the modules because of the specific content that is covered. In such a case, the MI should arrange to have someone else present the module, co-present the module with another MI who does have a knowledge base, or have a related service person from the appropriate discipline at the training to clarify any issues and to answer questions.

Spanish Translations

Spanish translations of the handouts for the original eleven MITCH Modules have been printed and are available free of charge to trained MIs in Florida through the Clearinghouse/Information Center, Florida Department of Education, Bureau of Education for Exceptional Students, Florida Education Center, Tallahassee, FL 32399-0400; phone 904/488-1879, Suncom 278-1879.

Information/Procedures That May Be Varied or Are Optional in Training

Presentation of one or more three-hour MITCH Modules

Presenting a complete three-hour MITCH Module training for MI trainees provides a good opportunity for them to experience how it feels to be a participant. It also provides a model of how to present a module. Finally, the MI who is presenting the module can add tips about training for the specific module that is being presented.

An alternative to presenting a module during the actual instructor training is to arrange for the MI trainee(s) to observe one or more three-hour training sessions that are being conducted for caregivers by the training MI or by any other trained MI.

Review of the Contents of Each MITCH Module

When stacked one on top of the other, the modules (without the binders) form a pile nearly a foot in height. To suddenly become the owner of such a formidable stack of information is likely to be overwhelming for anyone. Unless time is taken during training to review the content of each module, the MI trainee may never take the time to do this later. As a result, the modules may sit, unused, on a shelf.

As the training instructor reviews each module, it will be helpful to the MI trainee if the instructor goes over the goals and objectives of each module, talks about the resources (videotapes, food models, and/or audiotapes) recommended for use with each module, and discusses activities and handouts. Any additional comments the training instructor can make based on past experience in presenting the module will also be beneficial.

This introduction to each module can take place in one or more sessions, depending upon the specific situation and especially upon the qualifications and skills of the MI trainee(s). However, due to the vast amount of material that these modules cover, it is usually more prudent to hold two or three shorter sessions rather than one long one.

Related-services personnel may be engaged to present modules that are discipline-specific, such as Module 2 - *Speech and Language Development*, Module 8 - *Health Care*, Module 9 - *Motor Development*, or Module 10 - *Nutrition and Feeding Practices*. Such persons may be able to answer questions related to the subject in more detail than can a regular instructor.

Training Videotapes

During the initial training of MITCH Instructors, presentations of six modules were videotaped. These videotapes, available through the Clearinghouse/Information Center, are two to three hours in length and may be copied. They are useful in training new instructors because in most cases the presenter on the videotape supplies information that is supplemental to the module text. Also, each presenter has a different style, and each can serve as a model of how to conduct a training session. The modules for which these training videotapes exist are:

- Module 1 - *Intellectual Development*
- Module 5 - *Listening and Sensory Integration*
- Module 6 - *The Caregiving Environment*
- Module 8 - *Health Care*
- Module 9 - *Motor Development*
- Module 10 - *Nutrition and Feeding Practices.*

Also, the training of MITCH Instructors on the last two modules that were produced was conducted via a statewide teleconference which was videotaped. This videotape is also available through the Clearinghouse/Information Center. Training for both of the modules appear on the single two-hour teleconference videotape.

- Module 12 - *Visual Impairments*
- Module 13 - *Interventions for Children At Risk Due to Substance Exposure*

The Adult Learner/Training Techniques

Providing information about the adult as a learner and/or about good training practices and techniques may be an important part of the instructor training. A list of resources to assist the training instructor in doing this appears prior to the appendices.

Sample Schedules

As stated previously, each training of MITCH Instructors will be unique in order to meet the needs and skills of those involved. Following are three sample agendas that illustrate various types of training. The possibilities for different schedules are unlimited.

DADE COUNTY PUBLIC SCHOOLS

Division of Exceptional Student Education
Ms. Linda Raybin, Executive Director

MITCH Training of Instructors for Florida First Start Personnel
Miami

FDLRS/South Inservice Room

AGENDA

August 20, 1991

1:00 - 1:10	Greeting	Carole Abbott
1:10 - 2:15	Introduction to MITCH and Format of Modules	"
2:15 - 2:30	Break	
2:30 - 4:00	MITCH Module 1 - Intellectual Development	Cynthia Bouloy
4:00 - 4:30	Introduction to: Module 2 - Speech and Language Development Module 6 - The Caregiving Environment Module 7 - Behavior Management	Carole Abbott

September 20, 1991

1:00 - 1:05	Greeting	Carole Abbott
1:05 - 2:30	MITCH Module 4: Family Functioning	Paula Lalinde
2:30 - 2:45	Break	
2:45 - 3:15	Current Perspective on Family Issues	"
3:15 - 3:45	Questions on Modules 1, 2, 6, 7	Carole Abbott
3:45 - 4:30	Introduction to: Module 3 - The Child Who Seems Different Module 11 - Communication Module 10 - Nutrition	"

October 11, 1991

1:00 - 1:05	Greeting	Carole Abbott
1:05 - 2:30	MITCH Module 5: Listening and Sensory Integration	Steffi Berkowitz
2:30 - 2:45	Break	
2:45 - 3:00	Questions on Modules 3, 10, 11	
3:00 - 4:30	Introduction to: Module 8 - Health Care Module 9 - Motor Development	Carole Abbott
4:30 - 5:00	Explain Networking	"

NOVA *University*
THE FAMILY CENTER OF NOVA UNIVERSITY

MITCH Training of Instructors
Broward County

Sample Agenda

AM 8:30

Global Overview of MITCH	(1 hour)
Specific Overview of a MITCH Module	(1 hour)
BREAK	(15 mins)
An Awareness of the Adult as a Learner	(45 mins)

PM 12:30

Presentation of a MITCH Module	(2 hours and 45 mins)
BREAK	(15 mins)
Forms and Evaluations	(15 mins)

After attendance at this training the modules will be ordered for the MI trainees from the Clearinghouse/Information Center.

A follow-up meeting will be scheduled in approximately two weeks so that an experienced MITCH Instructor can review the modules with the new trainees and help them decide which module to use first, to discuss Broward County's network, and to explain the required tracking process.

Persons targeted for training as MITCH Instructors include HRS 20 Hour Trainers, Developmental Services HRS, Head Start Home Based, Evenstart, the ARC, Broward Community College Early Childhood Programs, and VTE.

DADE COUNTY PUBLIC SCHOOLS

Division of Exceptional Student Education
Ms. Terri Kanov, Executive Director

MITCH Training of Instructors
Tampa

Holiday Inn - Busch Gardens
March 19-21, 1991

AGENDA

Tuesday, March 19

9:00 - 9:30	Sign In	
9:30 - 10:30	Introduction to Project/Modules	Carole Fox Abbott FDLRS/South
10:30 - 10:45	Break	
10:45 - 11:15	Format of Modules	Carole Fox Abbott FDLRS/South
11:15 - 11:45	Dissemination of Materials Sign-Up for Group Presentations	
11:45 - 1:00	Lunch	
1:00 - 4:00	Presentation of MITCH Module 10 "Nutrition and Feeding Practices"	Sheah Rarback Mailman Center

Wednesday, March 20

8:30 - 10:15	Content Coverage and Relevance of Modules 3, 4, and 11	Sally Waldron & Pete Shepherd Pinellas County Public Schools
10:15 - 10:30	Break	
10:30 - 11:00	Group Presentation Meetings	
11:00 - 11:45	Issues and Techniques in Adult Education	Luis Hernandez Miami Dade Community College
11:45 - 1:00	Lunch	
1:00 - 2:00	Issues and Techniques in Adult Education	Luis Hernandez Miami Dade Community College
2:00 - 2:15	Break	
2:15 - 3:30	Update and Networking Session	Carole Fox Abbott FDLRS/South
3:30 - 4:00	Group Presentation Meetings	

Thursday, March 21

8:30 - 10:45	Group Presentations of Modules _____ and _____
10:45 - 11:00	Break
11:00 - 12:00	Group Presentations of Module _____
12:00 - 1:15	Lunch
1:15 - 3:30	Group Presentations of Modules _____ and _____
3:30 - 4:00	Wrap Up

Special thanks to the ***FDLRS/Hillsborough*** *staff for providing local arrangements for this training session:* ***Carnella Stewart****, Supervisor, FDLRS/Hillsborough, and* ***Mary Ann Rodriguez****, Pre-K Specialist.*

SUMMARY OF TRAINING PROCEDURE

Information/Procedures that Must Be Included in Training:

- Information about and Orientation to Project MITCH
    - *Introduction*
    - *User's Guide*
    - *Specific Information*
- Format of Modules
- Discuss Networking Groups and Their Function
- Review MITCH Forms
    - *MITCH Instructor Identification Information*
    - *Project MITCH Training Plan*
    - *Project MITCH Training Report - Form A*
    - *Project MITCH Training Report - Form B*
    - *List of Participants*
    - *Request for MITCH Materials*
    - *Certificate of Appreciation*
    - *MITCH Instructor Resignation Form*
    - *FNGC Annual Report Form*
    - *Training Evaluation Forms (3)*
    - *Application to Become a MITCH Instructor*
    - *Workshop Checklist*
- Discuss *Addendum for MITCH Training Modules*
- Discuss HRS Hourly Training Credit
- Restrictions on Who May Present Hour 2 of Module 8
- Spanish Translations

Information/Procedures That May Be Varied or Are Optional in Training:

- Presentation of one or more three-hour MITCH Modules
- Review the contents of each MITCH Module
- Training videotapes
- The Adult Learner/Training Techniques

How To Set Up a MITCH Training

The procedure for setting up and conducting a MITCH training session, whether for the purpose of training participants (caregivers, parents, related services personnel) in the content of the modules, or for training potential MITCH Instructors, is very similar. Below are steps that can be followed when preparing for a three-hour MITCH training session.

Preliminary Preparation

When preparing any type of training, it is critically important to establish and be guided by goals appropriate to the population being trained. The following should be considered.

- Set a date and establish a time for the training after consulting with the persons who are to be trained. This may require that training be done in the evenings, on weekends, or in two one-and-one-half hour sessions in one week rather than a single three-hour session or three one-hour sessions. Being flexible with regard to scheduling training will both enable and encourage more participants to attend.

  It is not recommended that training be done in a day-care setting while children are napping because caregivers will be preoccupied with them, rather than with the training. There should be no conflicting activities occurring nearby while training is in progress. The instructor should set the tone of the training with her attitude, expectations, and behavior.

- If a series of MITCH Modules is being presented to the same audience, it is important to consider the impact of time on the learning process. It may be necessary to allow enough time between the presentation of each module for the participants to absorb the content of one module before they deal with the content of another. In another situation, it may be desirable to present several modules of similar content close together to each other in order to immerse the participants in the subject matter. This latter technique may be most useful in a pre-service training situation.

- Secure a meeting room that is pleasant and large enough to comfortably accommodate everyone who attends, including the presenter(s) and facilitators, and all material and equipment. The room should have adequate lighting and climate control with restroom facilities and a phone available. It should be conveniently located and handicapped-accessible with adequate, low-cost parking, and restaurants nearby if the training will span a mealtime. Determine if break-out rooms will be needed and make arrangements for those, if necessary.

- When choosing a location for the training, it may be necessary to consider the content of the module. Training for Module 6 - *The Caregiving Environment* might best be conducted in an actual caregiving setting; or Module 9 - *Motor Development* in a gym, activity room, or out-of-doors if weather permits.

  Meeting rooms in hotels can be quite costly unless some of the participants will be staying at the hotel overnight. In this case, a meeting room may be supplied free of charge. The number of overnight guests required for a no-charge meeting room varies from hotel to hotel.

  Frequently local agencies and organizations have meeting rooms that can be used for training free of charge. Contact community agencies such as the FDLRS center; community colleges, colleges, and universities; public schools; banks; libraries; service clubs; and community centers. Members of the FDLRS Network Group (FNG) may be helpful in locating meeting rooms.

- Predict any expenses and determine how they will be paid. Costs may include:

  - duplication of training materials
  - room rent, light, heat, air-conditioning, custodial services
  - registration
  - consultants/presenters
  - transportation for self/others
  - refreshments.

  Instead of charging a registration fee for participants, funds or services (i.e., duplicating materials) may be solicited from groups such as service clubs, PTAs, parent groups, merchant associations or private businesses, and day-care associations.

- Assign a facilitator to assist the instructor with the training and clarify the role. If two or more instructors are doing a joint training, they may assist each other and have no need for an additional person. Generally, it is not a good idea for an instructor to do a training entirely alone. A facilitator can assist with:

  - registration
  - setting up the room
  - taking care of any emergencies

- attending to the comfort of all by monitoring such things as lighting and room temperature

- distributing handouts

- monitoring group activities

- keeping account of the time to insure training begins and ends on time

- being familiar with any regulations that may govern the training such as signing HRS forms, securing specific information on each person attending to ensure appropriate credit, knowing the procedure for locking up the room, if appropriate, and so forth.

- Prepare a *Project MITCH Training Plan* form and submit it to the local FDLRS Network Group Coordinator (FNGC).

- Further advertise the training by sending out flyers, putting up posters, utilizing newsletters, and/or sending letters to participants. Preregistration may be necessary in order to maintain control over the size of the group. Twenty-five appears to be an optimum number of participants for a three-hour MITCH Training.

  If the training was set up several weeks before the actual presentation, it may be necessary to remind participants of the date and time of the training. For example, if a series of trainings is being done at a day care center, a call to the director a few days prior to the training to confirm time and date will ensure that the MI is expected.

Preparing the Training Content

Consensus on the part of experienced MIs suggest that a minimum of three hours of preparation will be necessary for each three-hour MITCH Module presentation. In many cases, more time will be required. It will be important to:

- Carefully read through the module and become thoroughly comfortable with all of the material

  and/or

- engage the services of someone else who will present the module in its entirety, co-present with you, or be available to answer any questions that participants may have.

Consult with members of the FDLRS Network Group (FNG) about locating related service personnel such as speech clinicians, nutritionist, physicians, or bilingual presenters. Many times persons who will volunteer their time to assist in training can be found in or through a FDLRS center; at local hospitals, especially children's hospitals; schools; colleges and universities; professional organizations; and agencies such as United Cerebral Palsy.

- Preview and review the videotapes and audiotapes, if appropriate.
- Reproduce a sufficient number of handouts and prepare overhead transparencies.
- Gather any additional materials or resources.
- If appropriate, prepare and duplicate an agenda to distribute to each participant. Include date(s), and starting, ending, and break times. List the names of all presenters; the topics they will present; and, if appropriate, the agency they represent. Sample agendas appear in *Part III - How to Train a MITCH Instructor (MI)* in this guide.

  If an agenda is not being used, it will be important for the instructor to identify the name and number of the module being presented, the name of the training agency, and her own name at the beginning of the training session.
- Reproduce an evaluation form to use following the training.
- If appropriate, make packets for participants with the materials (e.g., agenda, evaluation form, handouts) that will be distributed.
- Duplicate sign-in sheets (*List of Participants*, or another sheet) and secure pens or pencils.
- If appropriate, make name tags, or gather a supply of blank tags and pens.
- Prepare any signs that may be used during training. These may be necessary to indicate the name and number of the MITCH Module, restrooms, and break-out rooms.

Preparing the Training Site

The instructor and/or facilitator should plan to arrive at the site of the training 30 to 60 minutes prior to the time scheduled for the training to begin in order to make the final preparations. These should include:

- Arranging the furniture to suit the style of presentation.

- Setting up a chair for facilitator and a sign-in table on which the sign-in sheet (*List of Participants* or other sheet), name tags, and packets or handouts may be placed. Usually, it is most convenient if this is outside of the training room, so that late arrivals will not disturb the training.

- Arranging any resource materials on a display table that is accessible but out of the immediate flow of traffic.

- Placing all audiovisual equipment to make it immediately available for use and positioned so all participants can view/hear it easily. Prefocus the overhead projector using an overhead transparency, and try out all tape players. Have tapes wound to the starting position so time is not wasted during the training by going through leaders or finding the correct location on a tape.

- Setting out the instructor's copy of the module and any other materials that will be used for the training.

- Preparing and setting out any refreshments. At the very least, water should be available for all participants and for the instructors. Drinking water (as opposed to soft drinks, tea, or coffee) prevents dehydration and fatigue on the part of the presenters. If there is a charge for refreshments, have change available and make certain that participants know the cost of the refreshments. Refreshments will best be attended to by the facilitator. Be certain to tell participants where they may and where they may not take food while on the premises if this is an issue.

- Have waste containers available.

After the Training

Thoughtful attention to final details will leave a positive lasting impression. Consider the following.

- Organize notes and materials as they are packed away so they will be ready to use for the next training.

- Pick up any trash and put away or rearrange any furniture, both inside and outside of the training room(s), that was moved for the training.

- Take down and pack for re-use any signs that were put up.

- Return audiovisual equipment and other materials that were used.

- File *List of Participants* or other sign-in sheet.

- Complete a *Project MITCH Training Report - Form A* or *B*, to send to the FNGC.

- Write and deliver thank-you letters to appropriate persons including the facilitator, someone from the host agency, and guest presenters.

- Approximately three weeks after the training, duplicate and send letters to participants who are doing the *Six-Week Follow-Up Activity*. This will remind participants to complete the activity and mail in their responses by an appointed date.

- Collect and review the Follow-Up Activity.

- Duplicate, complete, and deliver the *Certificates of Completion* for every participant who successfully completed all three hours of a module and the Follow-Up Activity.

Appendix A of each module contains a checklist that may help the instructor prepare for a presentation. Also, a copy of a comprehensive form used at FDLRS/Westgate is in Appendix A of this guide.

How To Conduct a Presentation about MITCH

Periodically, it may be necessary for MITCH Instructors (MIs) to make a presentation about Project MITCH for persons who know little or nothing about MITCH. Appendix C of this booklet contains a series of informational papers that may be reproduced as overhead transparencies or as handouts. They may be useful in such a presentation. However, any trained MI who does such a presentation should also feel comfortable in generating her own handouts and transparencies.

Several of the overheads that are supplied are appropriate for use when discussing information about MITCH that is contained in the Introduction of this booklet. This data refers to the funding source for Project MITCH, what agencies were instrumental in developing Project MITCH, and contributions that Project MITCH made to training in Florida.

Other overheads may be used when reviewing the contents of the training series. For example, it is informative to show representative handouts/overheads in both English and Spanish, and to describe and show such items as the *Certificate of Completion* and the advertising flyer. A copy of at least one module should be shown at any presentation along with copies of the MITCH Booklets:

- *Curricula for Use with High Risk and Handicapped Infants and Toddlers*
- *Welcome to the World: An Overview of Your Growing Child*
- *A Simple Introduction to Physical Health Impairments*
- *Infant/Toddler Resource Collection.*

Finally, reproducible copies of an information sheet about Project MITCH; the brochure which describes all thirteen modules; the list of FDLRS Network Group Coordinators (FNGCs); a page of reproducible, various-sized MITCH Babies for cut-and-paste use; and a reproducible sheet from which buttons may be printed are provided. Where appropriate, MIs may supply their name, phone, and address, or provide that same information for the FDLRS Network Group Coordinator (FNGC), or any other local person who is willing to answer questions about MITCH. When possible, brochures and buttons should be reproduced with green ink on a white background to preserve the original MITCH colors.

Resource List of Adult Learning Material

Darkenwald, G. and Merriam, S. (1982). *Adult education: Foundations for practice.* Cambridge: Harper and Row, Inc.

Dick, W. and Carey, L. (1978). *The systematic design of instruction.* Dallas: Scott Foresman and Company.

Knowles, M.S. (1984). *The adult learner: A neglected species* (3rd ed.). Houston: Gulf Publishing.

Knowles, M.S. (1980). *The modern practice of adult education.* Chicago: Association Press.

Pfeiffer, J.W. (Ed.). (1989). *The encyclopedia of group activities: 150 practical designs for successful facilitating.* San Diego: University Associates.

Pike, R.W. (1981). *Creative training techniques: 17 ways to get more into and out of your training.* Eden Prairie, MN: Resources for Organizations.

Renner, P.F. (1989). *The instructor's survival kit: A handbook for teachers and adults.* Vancouver, B.C.: Training Associates.

Smith, T.C. (1984). *Making successful presentations: A self-teaching guide.* New York: John Wiley and Sons, Inc.

Appendix A

Reproducible MITCH Forms

Form	Copies to make
MITCH Instructor Identification Information - 2 pages (reproduce two-sided)	Two per new MI
Project MITCH Training Plan	One per 3-hour training and/or as needed
Project MITCH Training Report - Form A	One per 3-hour training
Project MITCH Training Report - Form B	One as needed
List of Participants	One per 3-hour training
Request for MITCH Materials	One per new MI; then as needed
Certification of Appreciation	One per new MI
MITCH Instructor Resignation Form	One as needed
FNGC Annual Report Form - 2 pages (reproduce two-sided)	One per year for FNGC only
MITCH Training Evaluation - Form A - 2 pages (reproduce two-sided)	One per participant per training
MITCH Training Evaluation - Form B	One per participant per training
Evaluation of MITCH Training of Instructors Form - 2 pages (reproduce two-sided)	One per participant
Application to Become a MITCH Instructor - 2 pages (reproduce two-sided)	One per prospective MI trainee
Workshop Checklist - 2 pages (reproduce two-sided)	One per training

Note: **The Department of Education (DOE) designee is**
MITCH Project Specialist Carole Fox Abbott, Ph.D., 305/274-3501, FAX: 598-7752,
FDLRS/South, 5555 S.W. 93rd Avenue, Miami, Florida 33165

MITCH Instructor Identification Information

Information in this section is for public distribution and will be used for contacting the instructor. Please print or type all information.

FDLRS Network Group (FNG):

Name:

Job Title:

Agency/Organization:

Work Address:

city zip code

Work Phone: ( ) **County:**

area code

Trained by: **Phone:**

Signature:

Agency:

Date training was completed:

Name: Last First

(see other side)

Information in this section is not for public distribution but will be used as data for writing reports required by the MITCH Grant.

Agency is: _____ **Public** _____ **Private Non-Profit** _____ **Private** _____

PRIMARY POSITION OR JOB RESPONSIBILITY (choose one only):

___ FDLRS Personnel

___ Curric. Coord/Education Director/ Consultant/Program

___ Health Services Specialist

___ Community College/University Faculty

___ Director of Training

___ Psychologist, Clinical/School

___ Infant Intervention Specialist

___ Vo-Tech Instructor

___ Social Worker

___ Parent

___ Parent Ed/Counselor

___ Director of Program/Agency

___ Teacher/Caregiver

___ HandicappedCoord/Specialist

___ HRS Program Specialist/Admin

___ Speech/Language Specialist

___ Case Manager/Service Coord

___ ESE Supervisor/Director

___ Screening/DiagnosticSpecialist

___ Community Health Nurse

___ Other ________________

Please complete a copy of this form and submit it to your local FDLRS Network Group Coordinator (FNGC). The FNGC will record this data and forward a copy to the DOE designee.

Project MITCH Training Plan

The following training schedule has been planned for:

(name of group)____

Module Number(s)	Module Name(s) (use reverse side if necessary)	Date(s)	Time(s)
______	________________________	______	______
______	________________________	______	______
______	________________________	______	______
______	________________________	______	______
______	________________________	______	______

This training **(check one, below):**

______ is open to other persons including **(please specify)**:

____

______ is not open to other persons.

This training will be held at:

Location: ____

Address: ____

For information or reservations call:

Name: ____

Agency: ____________________________Phone:________________

Name of MITCH Instructor: __________________________________

Signature: __________________________________

____ **Check here if there are comments on the reverse side of this paper.**

Please complete a copy of this form and submit it to your local FDLRS Network Group Coordinator (FNGC)

Project MITCH Training Report - Form A

DOE Region (circle one): I II III IV V

Please print, type, or legibly write answers to the following regarding the training you have done.

FDLRS Network Group (FNG): ______________________________

Name of Instructor: ______________________________

Module name & number: ______________________________

Number of participants: ______________________________

Place where training was held: ______________________________

Agency that sponsored training: ______________________________

Information regarding training *(check as many as apply)*:

___ participants wanted information

___ training was required inservice

___ training was required preservice

___ training requested by school/agency/home

___ training was initiated by instructor's agency

___ participants wanted HRS credit

___ HRS credit was given

___ participants wanted other credit (describe): ______________

COMMENTS:

____

____

____

Please complete a copy of this form for each three-hour training and send it to your local FDLRS Network Group Coordinator (FNGC) no later than May 15th of each year. The FNGC will forward completed forms to the DOE designee.

Project MITCH Training Report - Form B

DOE Region (circle one): I II III IV V

FDLRS Network Group (FNG): ______________________________

Please print, type, or legibly write answers to the following regarding the training you have done.

Module Number(s)	Module Name(s) (use reverse side if necessary)	Number of Participants	Date(s)

Name of instructor(s): ______________________________

Agency that sponsored training: ______________________________

Brief description of nature of training:

____

____

____

Information regarding training *(check as many as apply)*:

- ___ participants wanted information
- ___ training was required inservice
- ___ training was required preservice
- ___ training requested by school/agency/home
- ___ training was initiated by instructor's agency
- ___ participants wanted HRS credit
- ___ HRS credit was given
- ___ participants wanted other credit (describe):
- ___ other:

Please complete a copy of this form and submit it to your local FDLRS Network Group Coordinator (FNGC) no later than May 15th of each year. The FNGC will forward complete forms to the DOE designee.

BEST COPY AVAILABLE

LIST OF PARTICIPANTS

SIGN IN SHEET
MITCH Module

MITCH module title ____________________
Training date ____________________
Training location ____________________
Instructor ____________________

Hours Attended			
1st	2nd	3rd	*FA

Please PRINT your name, social security number, home mailing address, phone and place of work.

Full Name ____________________ Social Security ____________
Home Address ____________________
City ____________________ State ____________ Zip ________
Phone ____________________ Place of work ____________
Work Address ____________________ Zip ____________

Full Name ____________________ Social Security ____________
Home Address ____________________
City ____________________ State ____________ Zip ________
Phone ____________________ Place of work ____________
Work Address ____________________ Zip ____________

Full Name ____________________ Social Security ____________
Home Address ____________________
City ____________________ State ____________ Zip ________
Phone ____________________ Place of work ____________
Work Address ____________________ Zip ____________

Full Name ____________________ Social Security ____________
Home Address ____________________
City ____________________ State ____________ Zip ________
Phone ____________________ Place of work ____________
Work Address ____________________ Zip ____________

***Follow-Up Activity Completed**

Request for MITCH Materials

____ Please send me one each (a complete set) of the MITCH materials listed below,

- or -

____ Please send me one each of the items checked below.

MODULES

____ 1. *Intellectual Development: What You Can Do to Help*
____ 2. *Speech and Language Development: What You Can Do to Help*
____ 3. *The Child Who Seems Different: Meeting Special Needs*
____ 4. *Family Functioning: The Impact of a Child with Special Needs*
____ 5. *Listening and Sensory Integration: What to Do Before Speech and Language Develop*
____ 6. *The Caregiving Environment: Planning an Effective Program*
____ 7. *Behavior Management: Preventing and Dealing with Problem Behavior*
____ 8. *Health Care: Infection Control, Medication Administration, and Seizure Management*
____ 9. *Motor Development: What You Need to Know*
____ 10. *Nutrition and Feeding Practices: What You Need to Know*
____ 11. *Working Together: Communication Skills for Parents, Caregivers, and Other Professionals*
____ 12. *Visual Impairments: What You Need to Know*
____ 13. *Intervention for Children At Risk Due to Substance Exposure: Dealing With the Myth of Cocaine*
____ ADDENDUM FOR MITCH TRAINING MODULES

BOOKLETS

____ Welcome to the World
____ A Simple Introduction to Physical and Health Impairments
____ MITCH Training Guide

SPANISH TRANSLATIONS OF HANDOUTS FOR MODULE(S)____________________

Name:__________________________ Title:__________________ Agency:____________________

Address:____

____ Phone:____________________

____ ____________________

Signature of MITCH Instructor **Date**

If this request is being made by a new MITCH Instructor, the following must be completed.

This request is approved by (Please print)________________________________

who is a trained and registered MITCH Instructor in FNG ____________________

____

Signature

Please add the name of the new MI to the list of trained MIs.

Please complete a copy of this form and submit it to: Clearinghouse/Information Center, Florida Department of Education, Bureau of Education for Exceptional Students, Florida Education Center, Tallahassee, FL 32399-0400.

Certificate of Appreciation

presented to

____

who has been trained as a

MITCH* INSTRUCTOR

***Model of Interdisciplinary Training for Children with Handicaps**

In recognition of your participation in MITCH training and your commitment to services for Florida's young children.

____
Endorsing MITCH Instructor(s)

State of Florida
Department of Education

____
date

This training was developed through the MITCH Project, FDLRS/South Associate Center, Dade and Monroe County Public Schools, on behalf of the FDLRS/Network, and funded by the State of Florida, Department of Education, Division of Public Schools, Bureau of Education for Exceptional Students, under state general revenue appropriation for the Florida Diagnostic and Learning Resources System and federal funds under the Individuals with Disabilities Education Act, Parts B and H

MITCH Instructor Resignation Form

I wish to resign as a MITCH Instructor. Please remove my name from the list of active MITCH Instructors.

Name:____

Agency:____

Address:____
city zip

Phone: (____)______________________________________
area code

The following information is optional.

Reason for resigning:

____

____

____

____

Comments about Project MITCH, training and materials, and suggestions for future implementation:

____

____

____

____

Please complete a copy of this form and submit it to your local FDLRS Network Group Coordinator (FNGC). The FNGC will record the information and forward this form to the DOE designee.

FNGC Annual Report Form

DOE Region (circle one): I II III IV V

FDLRS Network Group (FNG): ____________________

Counties served: ____________________

Please print or type answers to the following regarding the training you have done.

Number of trained MITCH Instructors in FNG ____________________

Number of Instructors who presented training ____________________

Dates of training: June 1, ______ May 30, ______

Module Number(s)	Module Name(s)	Number of Sessions Completed	Number of Participants
#1	*Intellectual Development*	______	______
#2	*Speech & Language Development*	______	______
#3	*The Child Who Seems Different*	______	______
#4	*Family Functioning*	______	______
#5	*Listening & Sensory Integration*	______	______
#6	*The Caregiving Environment*	______	______
#7	*Behavior Management*	______	______
#8	*Health Care*	______	______
#9	*Motor Development*	______	______
#10	*Nutrition & Feeding Practices*	______	______
#11	*Working Together*	______	______
#12	*Visual Impairments*	______	______
#13	*Interventions for Children At Risk Due To Substance Exposure*	______	______
	Totals:	______	______ Duplicated Count

(see other side)

In addition to three-hour module presentations, the following gives a brief description of the nature of other MITCH training that took place in this FNG area this year.

Module Number(s)	Module Name(s)	Number of Participants	Nature of Training
#1	*Intellectual Development*		
#2	*Speech & Language Development*		
#3	*The Child Who Seems Different*		
#4	*Family Functioning*		
#5	*Listening & Sensory Integration*		
#6	*The Caregiving Environment*		
#7	*Behavior Management*		
#8	*Health Care*		
#9	*Motor Development*		
#10	*Nutrition & Feeding Practices*		
#11	*Working Together*		
#12	*Visual Impairments*		
#13	*Interventions for Children At Risk Due To Substance Exposure*		
	Totals:	Duplicated Count	

Total number of participants (duplicated count) trained in MITCH this year __________ (add total number of participants from side one and side two).

Please send a copy of this completed form to the DOE designee by May 30th of each year.

Date: ____________________ Module Number: ____________________

Place: ____________________ Title: ____________________

Time: ____________________ Trainer's Name: ____________________

MITCH Training Evaluation - Form A

Please help us improve our training. Please put a circle around the words that best describe how you feel about the training you have just completed.

1. Did you learn anything?

   YES NO

   Comments ____

2. Was the information presented useful? (Will it help you in your work?)

   YES NO

   If yes, give examples:

3. Overall, I learned more about working with children.

   YES NO

4. Overall, I learned more about working with children who have special needs.

   YES NO

5. Overall, the information was (circle one):

   understandable too hard too easy

(see other side)

6. Which activity or part of the session was most informative?

Why?

7. What could we include to make this session better?

8. What could we leave out to make this session better?

9. What is your position (teacher, assistant teacher, etc.)?

10. What other type(s) of training have you received related to children with disabilities? (list or describe)

11. Would you attend another training workshop like this one, but on another topic?

YES NO

If yes, what topic(s) would be of interest to you?

COMMENTS:

Thank you!

MITCH Training Evaluation - Form B

Title of Workshop: ____________________

Name of Instructor: ____________________

Check appropriate category:

____ Regular Education Teacher
____ Exceptional Education Teacher
____ Administrator
____ Supervisor
____ Paraprofessional
____ Parent
____ Other
(please specify) ____________

		YES	NO	DOES NOT APPLY
1.	The purpose or objective(s) of this workshop was/were made clear to me.	____	____	____
2.	The methods used by the Instructor were appropriate for achieving the objectives of this workshop.	____	____	____
3.	Resource materials used by the Instructor were relevant to the session.	____	____	____
4.	The workshop was well-organized and managed efficiently.	____	____	____
5.	The Instructor was aware of individual differences and needs.	____	____	____
6.	This training was relevant to my needs.	____	____	____
7.	Sufficient time was allowed for a question-and-answer period.	____	____	____
8.	I feel prepared to apply what I have learned as I perform my duties.	____	____	____
9.	I would like further inservice on this specific area.	____	____	____

Comments: The most positive aspect of this workshop was ____________________

____________________.

To improve this workshop, please ____________________

____________________.

Evaluation of MITCH Training of Instructors

Your opinions and ideas about the training in which you were involved are important. This questionnaire focuses on the overall workshop experience and will help us to know what you think we did well, and how we can improve on things that were not satisfactory. Thank you for taking the time and effort to share your thoughts.

Please circle your response.

1. What was your overall reaction to the workshop?

   Very positive
   Positive
   Neutral
   Negative
   Very negative

2. How relevant was the content of the workshop to your future training of caregivers?

   Very relevant
   Quite relevant
   Somewhat relevant
   Not very relevant
   Not at all relevant

3. How much new information did the workshop provide in order for you to work more effectively with the MITCH training materials over and above what you could have gained on your own from them?

   A great deal
   Considerable
   Some
   Little
   None

Comments:

4. Was the length of the workshop:

   Longer than necessary?
   An appropriate length?
   Too short?

Suggestions:

5. Which activities or parts of the training were most informative and useful, and why?

6. Which were least helpful or useful? Should they be eliminated? How could they have been changed to make them more worthwhile?

7. How adequate were the facilities?

Adequate　　Not adequate

8. How adequate were the number of breaks?

Adequate　　Not adequate

Comments regarding the accommodations, location, scheduling, etc.:

Again, ***thanks*** *so much for your thoughts and participation!*

APPLICATION TO BECOME A MITCH* INSTRUCTOR

*MODEL OF INTERDISCIPLINARY TRAINING FOR CHILDREN WITH HANDICAPS

Name: ____

Position title: ____________________ Agency: ____________________

Highest degree earned: ______________________________________

Brief description of current position: ____________________________

____

Address: ____

____ Zip: __________

Phone: ______________________________ County: ______________

I would like to attend the MITCH training session which is being held at location ____________________, on (date) ____________________.

Note: Training participants must be willing to assist in further dissemination and coordination of the MITCH training materials in the DOE region and provide information and assistance to future MITCH trainers. Participants should hold job positions in which they are involved in training persons who live or work with infants and toddlers who have special needs or who are at risk.

Although final acceptance into the training session will be dependent upon many factors, a willingness to commit to a minimum amount of training, networking, and coordination will be considered.

Consequently, potential participants in this training are being asked to describe the type of commitment they feel that they could make if selected to participate in the MITCH training of instructors sessions. If you have any questions, please call:

Name: ______________________ *Phone:* ______________________

Within the constraints of my own job, I feel that I am able to commit to the following:

1. I will do at least one three-hour training session, or the equivalent (describe), with parents, other caregivers, and/or related services personnel within six months of training.

   Describe population: ____________________________________

   ____

   (This is a minimum requirement for participants.)

(see other side)

2. I will share MITCH Training expertise with:

   - other trainers in my agency/organization (Describe.)

     ____

     ____

   - trainers in other agencies/organizations in my local area (Describe.)

     ____

     ____

3. I feel that I should be selected to attend this training because: ____________

   ____

   ____

4. Other comments: ______________________________________

   ____

Signature:______________________________ **Date:**______________

Signature of Supervisor:__________________________ **Date:**__________

Name/Title of Supervisor:____________________________________

PLEASE RETURN THIS FORM BY __________________

TO: ____________________________________

____

____

__________________ Zip: __________________

Phone:________________

PLEASE NOTE: This is an APPLICATION to attend the training sessions. Participants who are selected will be notified as soon as possible.

Workshop Checklist

Date(s) of workshop ________________________

Time(s) of workshop ________________________

Location(s) of workshop ____________________

____ Secure prior to approval for necessary expenses:

  ____ Consultant fee/expenses

  ____ Substitutes

  ____ Teacher stipends

  ____ Room rent

  ____ Janitorial service

____ Consultant makes own transportation arrangements and notifies local contact
or

____ Local contact makes travel arrangements for consultant and notifies consultant

____ Local contact makes hotel reservations

____ Local contact makes arrangements for local transportation

____ Flyers, notices designed or requested

____ Flyers, notices to be sent out by (fill in date) __________________________

____ Reservations for workshop required: **Yes** **No**

If yes:

  ____ Number limit established, if needed: ______

  ____ Waiting list procedures established

  ____ Arrangements made for recording reservations

____ Consultant contacted to identify needs for presentation at least __________ ahead of time

  ____ Pre/Post Tests

  ____ Handouts

  ____ Equipment: ____

  ____

  ____

  ____ Other: ____

  ____

____ Local contact arranges for physical needs of workshop

  ____ Pre/Post Tests

  ____ Handouts

  ____ Equipment

  ____ Other

  ____ Refreshments, if appropriate

(see other side)

Immediately prior to workshop:

- ____ Sign-in sheets prepared
- ____ Pens/pencils for sign-in
- ____ Handouts/packets available
- ____ Workshop evaluations prepared and available
- ____ Set up beverages w/ sugar, sweetener, cream, cups, spoons, napkins
- ____ Set up, check equipment
- ____ Check lighting
- ____ Locate thermostat, check temperature
- ____ Put up signs, if needed
- ____ Set out name tags, pens
- ____ Have "pay" forms for consultant
- ____ Alert other staff to assist with unexpected problems

Workshop Follow-Up:

- ____ Return equipment

- ____ Score Pre/Post Tests

- ____ Prepare inservice reports
  - ____ to FDLRS Coordinator
  - ____ to Staff Development

- ____ Submit information to FDLRS secretary for payment
  - ____ Consultant
    - ____ signed consultant form
    - ____ transportation
      (airline ticket, taxi, parking receipts, etc. - ORIGINALS ONLY)
    - ____ hotel receipts (ORIGINALS ONLY)
  - ____ Substitute (if necessary and approved)
  - ____ Room rent (if necessary and approved)
  - ____ Janitorial service (if necessary and approved)
  - ____ Teacher stipend (if necessary and approved)

- ____ File copy of inservice
  - ____ sign-in sheets
  - ____ consultant information
  - ____ handouts
  - ____ pre/post tests

- ____ Thank-you letters written

Adapted from
Brenda Robinson-FDLRS/Westgate

Appendix B

Resource Agencies, Names, and Addresses

- List of Florida Diagnostic and Learning Resources System - FDLRS Associate Centers
- List of HRS Child Care Training Coordinators

The Florida Diagnostic and Learning Resources System - FDLRS

***FOR AN UPDATED COPY OF THIS LIST, PLEASE CONTACT THE CLEARINGHOUSE AT THE ADDRESS BELOW. (R 12/05/91)**

Your local FDLRS Center can provide specific information regarding handicapping condition and local community resources. At least one staff member at every FDLRS Associate Center is a **MITCH Instructor**. They also may provide support services, screening and diagnostic services, resource material, training and other forms of assistance regarding the education and care of infants/toddlers with special needs. If they do not have a ready answer or solution for you, they may refer you to a resource that does.

There are 18 FDLRS Associate Centers throughout Florida. They are listed below according to the counties they serve.

Escambia, Santa Rosa, Okaloosa
FDLRS/Westgate Associate Center
30 E. Texar Dr., Pensacola, FL 32503
(904) 469-5423

Washington, Bay, Calhoun, Franklin, Gulf, Holmes, Liberty, Walton, Jackson
FDRLS/PAEC Associate Center
411 W. Boulevard, Chipley, FL 32428
(904) 638-6131

Leon, Gadsden, Jefferson, Taylor, Wakulla
FDLRS/Miccosukee Associate Center
High Road Corner, Ste. 10, 1950 W. Tennessee St.
Tallahassee, FL 32304
(904) 487-2630 or (904) 488-4150

Hamilton, Columbia, Lafayette, Madison, Suwannee
FDLRS/Gateway Associate Center
P.O. Box 1387, Jasper, FL 32052-1387
(904) 792-2877

Putnam, Baker, Bradford, Flagler, St. Johns, Union
FDLRS/NEFEC Associate Center
N.E. Florida Educational Consortium
Rte. 1, Box 8500, 3841 Reid St.
Palatka, FL 32177
(904) 329-3800

Duval, Clay, Nassau
FDLRS/Crown Associate Center
1450 Flagler Ave., Room 15,
Jacksonville, FL 32207
(904) 390-2075 or (904) 390-2154

Marion, Alachua, Citrus, Dixie, Gilchrist, Levy
FDLRS/Springs Associate Center
3881 N.W. 155th St., Reddick, FL 32686
(904) 591-4300

Orange, Lake, Osceola, Seminole, Sumter
FDLRS/Action Associate Center
434 N. Tampa Ave., Orlando, FL 32805
(407) 849-3500 or (407) 849-3530

Brevard, Volusia
FDLRS/East Associate Center
Educational Services Facilities
2700 St. John's St.
Melbourne, FL 32940-6699
(407) 633-1000, ext. 540

St. Lucie, Indian River, Martin, Okeechobee, EYDC-FL State School - District #70
FDLRS/Galaxy Associate Center
1901 S. 11th St., Ft. Pierce, FL 34950
(407) 468-5385 or (407) 468-5389

Pinellas, Hernando, Pasco
FDLRS/Gulfcoast Associate Center
1960 East Druid Road
Clearwater, FL 34624
(813) 462-9687 or (813) 462-9688

Hillsborough
FDLRS/Hillsborough Associate Center
Dept. of Education for Exceptional Students
411 E. Henderson Ave., Tampa, FL 33602
(813) 272-4555

Polk, Hardee, Highlands
FDLRS/III Associate Center
1062 N. Broadway Ave., Bartow, FL 33830
(813) 534-2877 or (813) 534-2881

BEST COPY AVAILABLE

Sarasota, Charlotte, De Soto, Manatee
FDLRS/Suncoast Associate Center
1135 Gun Club Road, Sarasota, FL 34232
(813) 361-6304 or (813) 361-6305

Collier, Glades, Hendry, Lee
FDLRS/Big Cypress Associate Center
Collier County Public Schools
3706 Estey Avenue, Naples, FL 33942
(813) 643-2700

Palm Beach
FDLRS/Alpha Associate Center
Cedar Square
2112 S. Congress Ave.
West Palm Beach, FL 33406
(407) 433-3500

Broward
FDLRS/Reach Associate Center
600 S.E. 3rd Avenue, 8th Floor
Ft. Lauderdale, FL 33301
(305) 767-8524

Dade, Monroe
FDLRS/South Associate Center
5555 S.W. 93rd Ave., Miami, FL 33165
(305) 274-3501

The following FDLRS Specialized Centers may also be helpful.

***Clearinghouse/Information Center**
Florida Department of Education
Bureau of Education for Exceptional Students
Florida Ed. Center, Tallahassee, FL 32399-0400
(904) 488-1879

Communications Systems
Evaluation Center (CSEC)
434 N. Tampa Ave., Sta. 702
Orlando, FL 32802
(407) 849-3504 or (800) 328-3678

Florida Instructional Materials Center for the
Visually Handicapped (FIMC)
5002 N. Lois Ave., Tampa, FL 33614
(813) 876-5016 or (800) 282-9193

Resource Materials Center for the Hearing Impaired
Florida School for the Deaf and Blind
207 N. San Marco Ave., St. Augustine, FL 32084
(904) 823-4461

FSDB Outreach/Parent Education Services
Florida School for the Deaf and the Blind
207 N. San Marco Ave., St. Augustine, FL 32084
(904) 823-4040

FDLRS/FSU - Regional Evaluation and Consulting Center
218 Regional Rehabilitation Center
Florida State University, Tallahassee, FL 32306
(904) 644-2222

FDLRS/USF - Multidisciplinary Diagnostic
and Evaluation Services
University of South Florida
3500 E. Fletcher Ave., Ste. 225
Tampa, FL 33612
(813) 974-5001

FDLRS/UF - Multidisciplinary Diagnostic
and Training Program
Box J-282 JHM Health Center
University of Florida, Gainesville, FL 32610
(904) 744-3950, ext. 3225

FDLRS/JU - First Coast
Jacksonville University Interdisciplinary Ctr.
225 Gooding Building
2800 University Blvd. N.,
Jacksonville, FL 32211
(904) 725-4646

FDLRS/Mailman - Multidisciplinary
Evaluation Services
Mailman Center for Child Development
University of Miami
P.O. Box 016820, Miami, FL 33101
(305) 547-6624

FDLRS/TECH - Instructional Technology
Training Resource Unit
Educational Services Facilities
2700 St. Johns St.
Melbourne, FL 32940-6699
(407) 631-1911 ext. 542

HRS Child Care Training Coordinators
July 1992

FOR AN UPDATED LIST CALL CHILDREN, YOUTH AND FAMILIES, HRS, 904/488-4900.

DISTRICT ONE

Escambia, Santa Rosa
Ms. Linda Hoff, Training Coordinator
West Florida Child Care and Education Services, Inc.
P.O. Box 12242
1800 North Palafox
Pensacola, FL 32581-2242
(904) 438-6094 or 434-6984

Okaloosa, Walton
Ms. Kathy Bostic, Training Coordinator
Okaloosa-Walton Child Care Services, Inc.
107-A Tupelo Avenue
Fort Walton Beach, FL 32548
(904) 244-5979; FAX (904)243-6625

DISTRICT TWO

Bay, Calhoun, Franklin, Gulf, Holmes, Jackson, Washington, Gadsden, Leon, Liberty, Wakulla, Jefferson, Madison, Taylor
Lynne Eldridge
Early Childhood Services, Inc.
1241 N. East Avenue
Panama City, FL 32401
(904) 769-8316 or 1-800-768-8316
FAX (904) 769-1066

DISTRICT THREE

Alachua, Bradford, Columbia, Dixie, Gilchrist, Hamilton, Lafayette, Putnam, Suwannee, Union
Janice Postell, Training Coordinator
Child Care Resources
P.O. Box 14585
1831 N.W. 13th Street
Gainesville, FL 32604
(904) 373-8426 or 1-800-962-2385
FAX (904) 371-7408

Citrus, Hernando, Lake, Marion, Sumter
Thelma Griffiths, Training Coordinator
Childhood Development Services, Inc.
3230 S.E. Maricamp Road
Ocala, FL 32671
(904) 694-1151 or 1-800-635-1151
FAX (904) 694-6441

DISTRICT FOUR

Flagler, St. Johns, Volusia, Baker, Clay, Duval, Nassau
Jeanette Green, Program Specialist
DPOCFY4, HRS
P.O. Box 2417-F
Jacksonville, FL 32216
(904) 723-2114/SC 875-2158
FAX (904) 941-5518

DISTRICT FIVE

Pinellas
Linda Smock (Abby Flynn 813-588-6317)
Pinellas County School Board
P.O. Box 2842
301 4th Street, S.W.
Largo, FL 34640
(813) 530-9377

Pasco
Gail Barnes, Administrator
Pasco School Board
7227 Land O'Lakes Boulevard
Land O'Lakes, FL 34639
(813) 996-3600

DISTRICT SIX

Polk, Hardee, Highlands
Dr. Nancy Roberts
Tri-County Child Care, Inc.
1705 E. Gary Drive
Lakeland, FL 33802
(813) 688-6952

Hillsborough
Janet Aversa, Training Coordinator
Hillsborough County School Board
707 East Columbus Drive
Tampa, FL 33605
(813) 276-5771

Manatee
Pam Parmenter, Training Coordinator
Manatee Opportunity Council
1003 17th Street West
Palmetto, FL 34221
(813) 729-7089

DISTRICT SEVEN

Orange, Osceola, Seminole
Shirley Rosenberg, Training Coordinator
Community Coordinated Child Care for
Central Florida, Inc.
1900 N. Mills, Suite 7
Orlando, FL 32803
(407) 894-3347; FAX (407) 894-5689

Brevard
Jamie Campbell-Sack, Training Coordinator
Child Care Association of Brevard County, Inc.
18 Harrison Street
Cocoa, FL 32922
(407) 631-0131

DISTRICT EIGHT

Charlotte, Collier, DeSoto, Glades, Hendry, Lee, Sarasota
Marjorie Wilson, Director of Education
Child Care of Southwest Florida, Inc.
3625 Fowler Street
Fort Myers, FL 33901
(813) 278-1002
(Judy Stallings)

DISTRICT NINE

Palm Beach
Amy Crease, Training Coordinator
Palm Beach County School Board
Vocational-Technical Education
1235 15th Street
West Palm Beach, FL 33401
(407) 688-5211; FAX (407) 688-5214

Indian River, Martin, Okeechobee, St. Lucie
Elizabeth Young, Training Coordinator
Agricultural and Labor Program, Inc.
P.O. Box 3126
Winter Haven, FL 33881
(813) 956-3491

DISTRICT TEN

Broward
Charlene Swanson, Training Coordinator
Nova University
3301 College Avenue
Fort Lauderdale, FL 33314
(305) 475-7096; FAX (305) 452-1451

DISTRICT ELEVEN

Dade, Monroe
Josie Maymi, Project Director
Miami-Dade Community College
South Campus
11011 S.W. 104th Street
Miami, FL 33176
(305) 237-0936

Appendix C

Information About Project MITCH

Make overhead transparencies from a selection of the following.

Originals	**Copies to make**
MITCH Grant and Activities	Seven reproducible pages
MITCH Training Module List	Five reproducible pages
Samples from Modules	Six reproducible pages
FNGC	One reproducible page

If possible show actual copies of:

- *Welcome to the World: An Overview of Your Growing Child*
- *A Simple Introduction to Physical and Health Impairments*
- *Infant/Toddler Resource Collection* Catalogue
- *An Assortment of Modules*

Note: ***Curricula for Use with High Risk and Handicapped Infants and Toddlers*** **is out of print.**

Reproduce for handouts, if appropriate.

- Information Sheet
- List of FDLRS Network Group Coordinators (FNGCs)

Use as appropriate. If possible print in green ink on a white background to maintain the traditional green and white MITCH color scheme.

- Brochure (Supply appropriate return address and reproduce double-sided)
- Button patterns
- Various-sized MITCH Baby patterns

MITCH

MITCH

Model of Interdisciplinary Training for Children with Handicaps

F D L R S*

*Florida Diagnostic and Learning Resources System

MITCH* PROJECT

FDLRS/SOUTH - FDLRS/MAILMAN
FDLRS/GATEWAY

OBJECTIVE:

The MITCH Project will develop a MODEL that will assist SCHOOL DISTRICTS in providing interdisciplinary training to NON-DEGREED persons working with HANDICAPPED or HIGH RISK children ages birth through age 2.

* Model of Interdisciplinary Training for Children with Handicaps

MAJOR ACTIVITIES OF ORIGINAL GRANT:

1. **Determine status** of current training
2. **Directory** of curriculum being used with handicapped infants and toddlers
3. **Competencies** for non-degreed persons
4. **Policy** regarding training
5. **Training** of trainers statewide.

7 COMPETENCY AREAS

1. Normal Child Development
2. Special Needs
3. Families
4. Developmentally Appropriate Program Content
5. Creative Learning Environment
6. Safe, Clean, Healthy Environment
7. Humanistic, Legal, and Ethical Issues

POLICY FRAMEWORK

1. Increased Status and Pay for Daycare Providers
2. Regional Trainer
3. Career Ladder
4. Coordinate Training Throughout State
5. Registry of Trained Persons in State
6. Identification of Specific Caregiving Sites that are Prepared/Equipped to Receive Children with Special Needs
7. Committment to Comprehensive Training Plan by State

MITCH TRAINING MODULE LIST
Titles and Authors

Module 1 - Intellectual Development: What You Can Do to Help

Janice Kelley, MA, Prekindergarten Handicapped Specialist
FDLRS/Gateway, Jasper, Florida

Module 2 - Speech and Language Development: What You Can Do to Help

Kathy Vergara, MA, Educational Director
Tactual Speech Project, Debbie School
Mailman Center for Child Development, University of Miami

Lynn Weissler, MA, CCC-SLP/A, and Barbra Lewis, MA, CCC-SLP
Speech Pathologists, Debbie School
Mailman Center for Child Development, University of Miami

Module 3 - The Child Who Seems Different: Meeting Special Needs

Margie Molinet-Molina, MS, and Rosa M. Estrada-Vidal, MS
School Psychologists
FDLRS/South, Miami, Florida

Module 4 - Family Functioning: The Impact of a Child with Special Needs

Cindi Coffland, MS, Coordinator of HRS Training
Miami, Florida

Module 5 - Listening and Sensory Integration: What to Do Before Speech and Language Develop

Steffi R. Berkowitz, MS, Speech and Language Pathologist
Dade County Public Schools, Miami, Florida

Module 6 - The Caregiving Environment: Planning an Effective Program

Maria D. Papazian, MSEd, and Kathy Kourapis, MSEd
Graduates of the Early Childhood Special Education Program
University of Miami

Karen Collins, Teacher/Co-Owner of Fairglades Preschool
Miami, Florida

Steven E. Daley, PhD, Program Coordinator
Early Childhood Special Education, University of Miami

Module 7 - Behavior Management: Preventing and Dealing with Problem Behavior

Olga M. Laffita and Ilia M. Muñiz, Graduate Students
Early Childhood Special Education, University of Miami

Grace Laskis, Special Needs Coordinator
Headstart, Miami, Florida

Steven E. Daley, PhD, Program Coordinator
Early Childhood Special Education, University of Miami

Module 8 - Health Care: Infection Control, Medication Administration, and Seizure Management

Pamela Tetlow, ARNP, MSN, Instructor of Pediatrics
Mailman Center for Child Development, University of Miami

Module 9 - Motor Development: What You Need to Know

Helen Masin, RPT, MMSc, Director of Physical Therapy
Mailman Center for Child Development, University of Miami

Cindy Nicholson, OTR, Occupational Therapist, Debbie School
Mailman Center for Child Development, University of Miami

Module 10 - Nutrition and Feeding Practices: What You Need to Know

Sheah Rarback, MS, RD, Director of Nutrition
Mailman Center for Child Development, University of Miami

Cindy Nicholson, OTR, Occupational Therapist, Debbie School
Mailman Center for Child Development, University of Miami

Module 11 - Working Together: Communication Skills for Parents, Caregivers, and Other Professionals

Elena Cuenca, MSW, and Ana Saenz, MSW, Clinical Social Workers
FDLRS/South, Miami, Florida

Module 12 - Visual Impairments: What You Need to Know

Alan R. Morse, JD, PhD, Executive Vice President
The Jewish Guild for the Blind, New York, New York

Ellen Trief, EdD, Director of Early Intervention
The Jewish Guild for the Blind, New York, New York

L. Penny Rosenblum, MEd, Teacher of the Visually Impaired
Charleston County School District, Charleston, South Carolina

Cathy Keller, MS, Supervisor in Early Intervention
The Jewish Guild for the Blind, New York, New York

Module 13 - Interventions for Children at Risk Due to Substance Exposure: Dealing with the Myth of Cocaine

Velma Lockett, MSW, Social Worker
Pinellas County Schools, Clearwater, Florida

Michael Stone, BS, Program Consultant
Juvenile Welfare Board, St. Petersburg, Florida

Susan Adger, Program Manager, Special Children Services
Coordinated Child Care, St. Petersburg, Florida

Melanie Thornes, ARNP, Nursing Program Specialist
Pinellas County Public Health Unit, St. Petersburg, Florida

Sandra Broida, Supervisor, Prekindergarten Handicapped Program
Pinellas County Schools, Clearwater, Florida

Betsy Vaught, MA, Developmental Specialist
All Children's Hospital, St. Petersburg, Florida

Donna Sicilian, MSW, Coordinator, Child Developmental Services
Operation PAR, Largo, Florida

Edited by:

Carole Fox Abbott, PhD, MITCH Project Specialist
FDLRS/South, Miami, Florida

Booklets

Welcome to the World: An Overview of Your Growing Child

Dora Piner Kobasky, Graduate Student
Early Childhood Special Education Program, University of Miami

Violet McNamara, Teacher, Pre-K Handicapped Program
Bunche Park Elementary School
Dade County Public Schools, Miami, Florida

Steven E. Daley, PhD, Program Coordinator
Early Childhood Special Education, University of Miami

A Simple Introduction to Physical Health Impairments

Avis Young Bembry, Graduate Student
Early Childhood Special Education Program, University of Miami

Steven E. Daley, PhD, Program Coordinator
Early Childhood Special Education, University of Miami

Curricula for Use with High Risk and Handicapped Infants and Toddlers

Compiled by:

Carole Fox Abbott, PhD, MITCH Project Specialist
FDLRS/South, Miami, Florida

Calvina Clay, Research Assistant
University of Miami

Infant/Toddler Resource Collection

Compiled by:

Elizabeth Smith-Gammel, EdD, Prekindergarten Handicapped Specialist
FDLRS/South, Miami, Florida

Definition of Terms

1. **Age-Appropriate Activities:** activities suitable to the child's age and developmental level.
2. **Behavior:** the way a person acts.
3. **Behavior Modification:** techniques for changing the way in which a person acts.
4. **Characteristics:** special traits or features that identify one from others.
5. **Cognitive (Intellectual) Development:** gradual, orderly growth of a child's knowledge and logical thought.
6. **Concept:** an idea or an understanding.
7. **Development:** progression from earlier to later stages of individual maturation or growth.
8. **Discipline:** a positive learning experience. It is a method of teaching children acceptable behavior and/or self-control.
9. **Emotional Development:** gradual, orderly growth of a child's feelings and personality.
10. **Environment:** social and cultural conditions that affect growth and development.
11. **Fine Motor Skills:** actions that use the small muscles of the body such as those of the hands/fingers.
12. **Genetic:** inherited.
13. **Gross Motor Skills:** actions that use muscles of the body such as those of the arms and legs.
14. **Growth:** progressive development.
15. **Guidance:** way in which adults help children learn to control their actions and make decisions.
16. **Heredity:** the passing on of physical/mental characteristics from parents to their children.
17. **Language:** gradual, orderly growth of the ability to communicate.
18. **Physical Development:** growth of the body.
19. **Play:** an important way in which children learn.
20. **Punishment:** to subject someone to a penalty for misbehavior.
21. **Self-Concept:** how an individual feels about him- or herself.
22. **Self-Help Development:** gradual, orderly growth of basic living skills; feeding/toileting/dressing.
23. **Sensory Development:** development of the senses (taste, touch, smell, hearing, vision).
24. **Social Development:** gradual, orderly growth of a child's sense of self and attachments of other people.

Module	Hour	Handout
1	1	1

Florida Department of Education
Division of Public Schools
Bureau of Education for Exceptional Students

MITCH*

*MITCH: Model of Interdisciplinary Training for Children with Handicaps

PRINCIPLES OF DEVELOPMENT

Normal development is not random.

Development is similar for all infants/children

Development proceeds from general to specific responses.

Development is continuous.

Development matures at different rates.

Development is interrelated.

Module	Hour	Handout
1	1	4

Florida Department of Education
Division of Public Schools
Bureau of Education for Exceptional Students

MITCH*

*MITCH: Model of Interdisciplinary Training for Children with Handicaps

LENGUAJE EXPRESIVO

Entre los 19 y 24 meses

Desde los 19 y hasta los 24 meses el niño:

- Participa en juegos musicales
- Usa palabras inventadas
- Imita y repite lo que escucha
- Algúnas veces usa sus palabras favoritas
- Habla telegráficamente
- Pide
- Nombra objetos
- Usa los posesivos
- Hace preguntas

LENGUAJE RECEPTIVO

Desde los 19 y hasta los 24 meses el niño:

- Entiende el concepto del tiempo
- Comprende el concepto de compartir
- Comprende la relación de causa y efecto
- Sigue instrucciones

Module	Hour	Handout
2	2	7

Florida Department of Education
Division of Public Schools
Bureau of Education for Exceptional Students

MITCH*

*MITCH: Model of Interdisciplinary Training for Children with Handicaps

COMUNICACION

"Un proceso por el cual se intercambia información entre individuos por medio de un sistema común de símbolos, señas, o comportamiento."

Module	Hour	Handout
2	1	2

Florida Department of Education
Division of Public Schools
Bureau of Education for Exceptional Students

MITCH*

*MITCH: Model of Interdisciplinary Training for Children with Handicaps

Coming . . . MITCH Module 1

INTELLECTUAL DEVELOPMENT:

What You Can Do To Help

TRAINING FOR CAREGIVERS OF INFANTS AND TODDLERS

Date: ______________________ **Time:** ____________________

Location: ____

Training Agency: ____

For information and/or registration, call: ________________________

____

____

Certificate of Completion

MITCH

Model of Interdisciplinary Training for Children with Handicaps

____

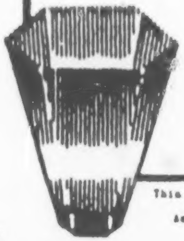
has completed all requirements for MITCH Module 1, entitled:

INTELLECTUAL DEVELOPMENT: WHAT YOU CAN DO TO HELP

____
Instructor

____
Training Agency

____
Date



This training module was developed by the MITCH Project, the Diagnostic and Learning Resources System/South Associate Center, and the Bureau of Education for Exceptional Students, Florida Department of Education

MITCH FDLRS

Network Group Coordinator

(FNGC)

For this area:

Name:____________________________________

Address:__________________________________

____

Phone:____________________________________

PROJECT MITCH

INFORMATION SHEET

The purpose of the Project MITCH (Model of Interdisciplinary Training for Children with Handicaps) training series is to assist in providing interdisciplinary training and resources to parents, related service providers, and nondegreed caregivers of infants and toddlers.

The training series emphasizes developmentally appropriate practices within integrated settings as the means for working with infants, toddlers, and preschool children. The thirteen three-hour modules that make up the series have relevance for caregivers of normally developing children as well as caregivers who may be working with children who are disabled, experiencing delays, or who may be at risk. Although several of the modules specifically address normal and abnormal development in children from birth to 36 months of age, the material is also meaningful to caregivers of preschoolers who are chronologically older but who are functioning developmentally within the birth to three year range.

Each module can be used independently. Although they are numbered sequentially, they may be presented in any order since no module provides prerequisite material for another. Each three-hour module contains a script for the instructor, activities, references, a resource list, and reproducible handouts/overheads. In some cases, a videotape and/or an audiotape and other materials are available to supplement the written material. Spanish translations of the handouts are also available.

In addition to presenting the modules in a group training session, the materials may be used in one-to-one situations and as resources for other instruction.

This series was originally funded (1988-1989) by a grant to the Florida Diagnostic and Learning Resources System (FDLRS)/South from the Florida Department of Education, Bureau of Education for Exceptional Students (BEES). FDLRS/South of Dade County Public Schools worked collaboratively with FDLRS/Mailman of the University of Miami's Mailman Center for Child Development and FDLRS/Gateway of North Florida. Funding to continue the project was awarded to FDLRS/South with a series of grants through the *Individuals with Disabilities Education Act (IDEA)*, Part B and Part H.

(see other side)

Outcomes of the project include:

- Assessing the status of training and resources for the designated population.
- Designing a collaborative implementation and training model to include development of competencies, an adapted training plan for daycare providers, recommendation for curricula to be used in daycare and preschool programs, and recommendations for provision of consultation to parents.
- Designing replicable training modules which enhance or expand the HRS special needs child care module.
- Piloting the training modules for validation.
- Providing training for potential instructors and other interested personnel in the 18 Florida FDLRS Associate Center service regions.
- Printing and dissemination of the modules.
- Establishing a statewide network of trained MITCH Instructors (MIs) who can, in turn, train others to be MIs in addition to training parents, caregivers, and related service personnel in the content of the modules.
- Collaborating and coordinating with other state initiatives about the training needs of persons working with disabled and high-risk infants and toddlers.
- Purchasing a collection of birth to two-year-old training and evaluation materials for placement in each FDLRS center for loan to parents, psychologists, agency personnel, and early interventionists.

For more information, contact:

Supply local contact information here.

MITCH FDLRS Network Group Coordinators

DOE* Region I

FDLRS/Westgate *(Escambia, Santa Rosa, Okaloosa Counties)*
Brenda Robinson, FDLRS/Westgate, 30 E. Texar Dr., Pensacola, FL 32503; (904) 469-5423, SUN/694-5423; FAX/(904) 469-5574.

FDLRS/PAEC *(Washington, Bay, Calhoun, Franklin, Gulf, Holmes, Liberty, Walton, Jackson Counties)*
Sue Johns, FDLRS/PAEC, P.O. Drawer 820, Panama City, FL 32405; (904) 872-4240, SUN/769-6131; Faye Yongue, 411 West Blvd., Chipley, FL 32428; (904) 638-6131; FAX/(904) 638-6135.

FDLRS/Miccosukee *(Leon, Gadsden, Jefferson, Taylor, Wakulla Counties)*
Diane Johnson, FDLRS/Miccosukee, High Road Corner, Ste. 10, 1950 W. Tennessee St., Tallahassee, FL 32304; (904) 487-2630, SUN/277-2630; FAX/(904) 487-1520.

DOE Region II

FDLRS/Gateway *(Hamilton, Columbia, Lafayette, Madison, Suwanee Counties)*
Janice Kelley, FDLRS/Gateway, P.O. Box 1387, Jasper, FL 32052-1387; (904) 792-2877, SUN/821-5372; FAX/(904) 792-3273.

FDLRS/NEFEC *(Putnam, Baker, Bradford, Flagler, St. Johns, Union Counties)*
Sabrina Crosby, FDLRS/NEFEC, Rt. 1, Box 8500, 3841 Reid St., Palatka, FL 32177; (904) 329-3800, SUN/860-3800; FAX/(904) 329-3835.

FDLRS/Crown *(Duval, Clay, Nassau Counties)*
Rosemarie Parsch, Duval Public Schools, 1701 Prudential Dr., ESE, Jacksonville, FL 32207; (904) 390-2074/2215, and Penny Borgia, All Saints Learning Center, 4171 Hendricks Ave., Jacksonville, FL 32207; (904) 737-7800; FAX/(904) 390-2222.

FDLRS/Springs *(Marion, Alachua, Citrus, Dixie, Gilchrist, Levy Counties)*
Martha Cromwell and Sharon DeLong, FDLRS/Springs, 3881 N.W. 155th St., Reddick, FL 32686; (904) 591-4300; FAX/(904) 591-4304.

DOE Region III

FDLRS/Action *(Orange, Lake, Osceola, Seminole, Sumpter Counties)*
Terry Hoffman, FDLRS/Action, 434 N. Tampa Ave., Orlando, FL 32805; (407) 849-3500 ext. 5704; FAX/(407) 849-3520.

FDLRS/East *(Brevard County)*
Jamie Campbell, Child Care Association of Brevard, 18 Harrison Street, Cocoa, FL 32922; (407) 636-4634.

FDLRS/East *(Volusia County)*
Janice Cashell, FDLRS/East, P.O. Box 1910, Daytona Beach, FL 32114; (904) 226-1636; FAX/(904) 633-3520.

FDLRS/Galaxy *(St. Lucie, Indian River, Martin, Okeechobee Counties, and EYDC-FL State School)*
Judy Wakeman, FDLRS/Galaxy, 1901 S. 11th St. Ft. Pierce, FL 34950; (407) 468-5385, SUN/231-5385; FAX/(407) 468-5396.

(see other side)

DOE* Region IV

FDLRS/Gulfcoast (Pinellas, Hernando, Pasco Counties)
Paula Walker, FDLRS/Gulfcoast, 1960 E. Druid Rd., Clearwater, FL 34624; (813) 462-9687, SUN/565-1687; FAX/(813) 462-9680.

FDLRS/Hillsborough (Hillsborough County)
Mary Ann Rodriguez, FDLRS/Hillsborough, 411 E. Henderson Ave., Tampa, FL 33602; (813) 272-4555, SUN/547-4555; FAX/(813) 272-4562.

FDLRS/III (Polk, Hardee, Highlands Counties)
Esther Wolfe, 426 School St., Sebring, FL 33870; (813) 382-1121, SUN/541-2111; FAX/(813) 382-3240.

FDLRS/Suncoast (Sarasota, Charlotte, DeSoto, Manatee Counties)
Debbie Tammaro and Kathy Brekhus, FDLRS/Suncoast, 1135 Gun Club Rd., Sarasota, FL 34232; (813) 361-6304, SUN/549-6304; FAX/(813) 361-6553.

DOE Region V

FDLRS/Big Cypress (Collier, Glades, Hendry, Lee Counties)
Marci Greene, FDLRS/Big Cypress, 3706 Estey Ave., Naples, FL 33942; (813) 643-2700 ext. 6335, SUN/752-1011; FAX/(813) 643-7751.

FDLRS/Alpha (Palm Beach County)
Vesta Hetherington, Palm Beach County Schools, 2112 S. Congress Ave., #104, West Palm Beach, FL 33406; (407) 433-3500, SUN/223-5000; FAX/(407) 433-3500 ext. 4120/4088.

FDLRS/Reach (Broward County)
Carol Bianco, Pine Ridge Center, 1251 S.W. 42nd Ave., Ft. Lauderdale, FL 33317; (305) 797-4525

FDLRS/South (Dade, Monroe Counties)
Cynthia Bouloy, FDLRS/South, 5555 S.W. 93rd Ave., Miami, FL 33165; (305) 274-3501, FAX/(305) 598-7752.

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[*] Department of Education

Rev.(07/01/92)

MITCH BOOKLETS

Supplementary booklets are available for use *with* the MITCH modules, or independently.

Welcome to the World: An Overview of Your Growing Child

A Simple Introduction to Physical and Health Impairments

Curricula for Use with High Risk and Handicapped Infants and Toddlers

The MITCH series was developed at the Florida Diagnostic and Learning Resources System (FDLRS)/South Associate Center, Dade County and Monroe County Public Schools, in cooperation with FDLRS/Gateway and the University of Miami Mailman Center, through state general revenue and Individuals with Disabilities Education Act, Part B (Preschool) and Part H funds. MITCH materials are available to qualified instructors.

In Florida, contact your local FDLRS Associate Center. For a list of centers, call (904) 488-2077; Suncom 278-2077.

Or contact:

Clearinghouse/Information Center
Florida Education Center, Suite 622
325 W. Gaines Street
Tallahassee, FL 32399-0400
904-488-1879; Suncom 278-1879
FAX 487-2194; SpecialNet: BEESPS

This brochure was funded through federal assistance under the Individuals with Disabilities Education Act, Part B (Preschool).

Florida Department of Education
Division of Public Schools
Bureau of Education for Exceptional Students
1992

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The MITCH (Model of Interdisciplinary Training for Children with Handicaps) modules are designed for use by trained instructors to assist school districts, agencies, and others in providing training and resources to caregivers of young children who are at risk or who have disabilities.

A TRAINING SERIES FOR CAREGIVERS OF INFANTS & TODDLERS

The three-hour training modules were written by practitioners who are experts in child development; early childhood special education; occupational, physical, and speech therapy; nursing; psychology; social work; and nutrition. Care was taken to make the modules culturally sensitive.

Each of the 13 modules includes a script for presenting the material and masters for all handouts and overhead transparencies. Resource video and audiotapes are available for loan. Three booklets that discuss topics related to young children are also available.

MITCH Training Modules

Module 1—Intellectual Development: What You Can Do to Help. Covers intellectual development in children birth through 36 months, factors that influence intellectual development, and activities that stimulate intellectual growth. Videotape available.

Focus on Developmentally Appropriate Practices in the Least Restrictive Environment

Module 2—Speech and Language Development: What You Can Do to Help. Covers the process of communication in children birth through 36 months, how to foster receptive and expressive language, and how to know when a toddler's language may be delayed. Videotape available.

Module 3—The Child Who Seems Different: Meeting Special Needs. Covers the concepts of "special needs," "at risk," and "early intervention"; atypical behaviors that may indicate special needs; and what to do when it is suspected that a child may have special needs. Videotape available.

Reproducible Handouts and Overhead Transparency Masters

Module 4—Family Functioning: The Impact of a Child with Special Needs. Covers family interactions, stress factors that affect the family of a child with special needs, and strategies for coping with stress. Videotape available.

Module 5—Listening and Sensory Integration: What to Do before Speech and Language Develop. Covers prelinguistic communication, the importance of sensory integration as a prerequisite to language, the role of listening, and strategies for developing an appropriate auditory/language environment. Videotape available.

Module 6—The Caregiving Environment: Planning an Effective Program. Covers appropriate settings, materials, and supplies; schedule and staff assignments; and the importance of play. Videotape available.

Simple Language and Easy-to-Use Format

Module 7—Behavior Management: Preventing and Dealing with Problem Behavior. Covers the concepts of attachment and reciprocal interaction, appropriate and problematic behaviors of infants and toddlers, and managing behaviors of infants and toddlers. Audiotape and videotape available.

Module 8—Health Care: Infection Control, Medication Administration, and Seizure Management. Covers how disease is spread and methods of control, identification and management of seizures, and safeguards for the administration of medication (a one-hour segment that must be presented by a registered nurse, physician, or pharmacist). Videotape available.

Resource Video and Audiotapes Available for Loan

Module 9—Motor Development: What You Need to Know. Covers typical and atypical motor development in children, the role of physical and occupational therapists in working with infants and toddlers, the importance of proper positioning, and when to call for help. Videotape available.

Spanish Translations of Handouts Available

Module 10—Nutrition and Feeding Practices: What You Need to Know. Covers nutrition for infants and toddlers, how to plan appropriate meals and snacks, normal developmental feeding skills, and feeding problems and what to do about them.

Module 11—Working Together: Communication Skills for Parents, Caregivers, and Other Professionals. Covers the nature of communication, speaking and listening techniques, problem solving, communication methods, and how to give praise.

Module 12—Visual Impairments: What You Need to Know. Covers the function of the visual system, common visual disorders, how visual impairments affect the development of infants and toddlers, and techniques for working with children who have visual impairments.

Module 13—Interventions for Children at Risk Due to Substance Exposure: Dealing with the Myth of Cocaine. Covers the possible effects of substance exposure on an unborn child, behavioral characteristics children may show, methods of intervention, and how the environment affects young children. Videotape available.

Model of Interdisciplinary Training
MITCH
for Children with Handicaps

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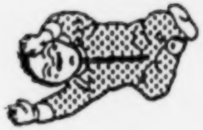

MITCH Training Guide: Strategies for the Coordination of MITCH Training within a Community

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State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

ADDENDUM FOR MITCH TRAINING MODULES

Notations and Corrections to Text

Below are listed corrections that should be made in the text of the MITCH materials and a list of Handout/Overhead pages that have been revised.

In Common Pages for all modules:

On page 5 of each module under the section entitled, Instructor Qualifications, ***qualified and credentialed Home Economics Teachers*** should be included as persons possessing an appropriate background for serving as MITCH Instructors.

In *A Simple Introduction to Physical Health Impairments*:

On page 22, in the Kornfield entry, Bolse should be ***Boise***.

In *Welcome to the World*:

On page 7 of double-sided booklet (page 6 of reproducible copy is attached), under Suggested Activities on the top half of the page, "peek-a-book" should be "***peek-a-boo***." This page has been revised and reprinted.

On same page as above, under Language and Understanding Skills, "knows on name" should be "*knows **own** name*."

On Reference List:

- in the Frankenburg reference, "screeing" should be "***screening***."
- in the Johnson reference, "wonderous" should be "***wondrous***."

In Modules 1, 2, 3, 6 and 7:

On page 13 of Modules 1, 2, 3, 6 and 7, in the section regarding videotapes, please note that the videotapes that accompany these modules are now available for purchase only through ***Delmar Publishers, Inc., 2 Computer Drive West, Box 15015, Albany, NY 12212-5015; telephone 1 (800) 347-7707.***

In Module 3 - *The Child Who Seems Different:*

In the first reference on the Resource List, page 53, "Batel Developmental Screening" should be "***Battelle Developmental Inventory Screening Test***".

In Module 8 - *Health Care:*

In the videotape that accompanies Module 8, the Simple Partial Jacksonian is **not** shown, but the Simple Partial Sensory Seizure is shown.

Page 21 has been revised and reprinted to delete errors. It is attached. Please replace your original page 21 with this reprinted one.

(Continued on back of page)

In Module 9 - *Motor Development*:

On page 14, regarding the videotape entitled *"A-typical Motor Development in Infants and Toddlers."* This videotape is not available for purchase. If you send a 60 minute blank videotape to Ms. Arlene Duncan, at the Clearinghouse in Tallahassee, she will make a copy for you.

In Module 10 - *Nutrition*:

On page 12, under Other Recommended Instructors, "nutritionist, dietician" should read, *"nutritionist, or registered or licensed dietician."*

Pages that have been revised and reprinted:

Handout/Overheads:

1-2-4 (R)
4-2-4 (R)
4-2-6 (R)
5-2-4 (R)
5-3-3 (R)
6-2-8 (R)
8-1-4 (R)
8-1-7 (R)
9-1-2 (R)

Handout/Overheads 6-1-4 and 6-2-1 are also attached. Due to problems during the printing/collating process, these were omitted in many printed copies of Module 6.

Welcome to the World:

Page 6 of reproducible *Welcome to the World* is attached.

Module 4 - *Family Functioning*:

Page 18 was omitted from several modules during printing. It is attached.

Module 8 - *Health Care*:

Page 21 has been reprinted to omit errors in text and is attached.

NOTE: Revised handout/overheads display an (R) after the number, e.g., 6-2-8 (R).

Only handouts that contained misinformation were revised. Therefore, please check to make certain original handouts have been replaced with revised handouts in your copy of the training modules. Copies of this addendum were disseminated to all trained MITCH Instructors in July, 1991. Others may receive it by contacting Ms. Arlene Duncan, the MITCH Project Specialist, or the MITCH FDLRS Network Group Coordinator in the local area.

Ms. Arlene M. Duncan
Program Specialist
Clearinghouse/Information Center
Florida Department of Education
BEES/Florida Education Center
Tallahassee, FL 32399-0400
(904) 487-2194

Carole Fox Abbott, Ph.D.
MITCH Project Specialist
FDLRS/South
5555 S.W. 93rd Avenue
Miami, FL 33165
(305) 274-3501

The Florida Diagnostic and Learning Resources System - FDLRS

Your local FDLRS Center can provide specific information regarding handicapping conditions and local community resources. They also may provide support services, screening and diagnostic services, resource materials, training and other forms of assistance regarding the education and care of infants/toddlers with special needs. If they do not have a ready answer or solution for you, they may refer you to a resource that does.

There are 18 FDLRS Associate Centers throughout Florida. They are listed below according to the counties they serve.

Escambia, Santa Rosa, Okaloosa
FDLRS/Westgate Associate Center
30 E. Texar Dr., Pensacola, FL 32503
(904)469-5423

Washington, Bay, Calhoun, Franklin, Gulf, Holmes, Liberty, Walton, Jackson
FDLRS/PAEC Associate Center
411 W. Boulevard, Chipley, FL 32428
(904)638-6131

Leon, Gadsden, Jefferson, Taylor, Wakulla
FDLRS/Miccosukee Associate Center
Highroad Corner, STe. 10, 1950 W. Tennessee St.
Tallahassee, FL 32304
(904)487-2630/(904)488-4150

Hamilton, Columbia, Lafayette, Madison, Suwannee
FDLRS/Gateway Associate Center
P.O. Box 1387, Jasper, FL 32052-1387
(904)792-2877

Putnam, Baker, Bradford, Flagler, St. Johns, Union
FDLRS/NEFEC Associate Center
N.E. Florida Educational Consortium
Rte 1, Box 8500, 3841 Reid Street
Palatka, FL 32177
(904)329-3800

Duval, Clay, Nassau
FDLRS/Crown Associate Center
1450 Flagler Ave., Room 15
Jacksonville, FL 32207
(904)390-2075/(904)390-2154

Marion, Alachua, Citrus, Dixie, Gilchrist, Levy
FDLRS/Springs Associate Center
3881 N.W. 155th St., Reddick, FL 32686
(904)591-4300

Orange, Lake, Osceola, Seminole, Sumter
FDLRS/Action Associate Center
1600 Silver Star Rd., Orlando, FL 32804
(407)293-5841/(407)295-4020

Brevard, Volusia
FDLRS/East Associate Center
Educational Services Facilities
2700 St. John's Street
Melbourne, FL 32940-6699
(406)633-1000, extension 540

St. Lucie, Indian River, Martin, Okeechobee
FDLRS/Galaxie Associate Center
1901 S. 11th Street, Ft. Pierce, FL 34950
(407)468-5385/5389

Pinellas, Hernando, Pasco
FDLRS/Gulfcoast Associate Center
1895 Gulf-to-Bay Blvd., Clearwater, FL 34625
(813)442-1171/(813)462-9687

Hillsborough
FDLRS/Hillsborough Associate Center
Department of Education for Exceptional Students
411 E. Henderson Ave., Tampa, FL 33602
(813)272-4555

Polk, Hardee, Highlands
FDLRS/III Associate Center
1062 N. Broadway Avenue, Bartow, FL 33830
(813)534-2877/2881

Module	Hour	Handout
1	2	4(R)

Florida Department of Education
Division of Public Schools
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Sarasota, Charlotte, De Soto, Manatee
FDLRS Associate Center
1135 Gun Club Road, Sarasota, FL 34232
(813)378-4690

Collier, Glades, Hendry, Lee
FDLRS/Big Cypress Associate Center
Collier County Public Schools Admin. Center
3710 Estey Ave., Naples, FL 33942
(813)643-2700

Palm Beach
FDLRS/Alpha Associate Center, Cedar Square
2112 S. Congress Ave.
West Palm Beach, FL 33406
(407)433-3500

Broward
FDLRS/Reach Associate Center
1400 N.E. 6th St.
Pompano Beach, FL 33060
(305)786-7699/(305)768-7704

Dade, Monroe
FDLRS/South Associate Center
5555 S.W. 93rd Ave.
Miami, FL 33165
(305)274-3501

The following FDLRS Specialized Centers may also be helpful.

Clearinghouse/Information Center
Florida Department of Education
Bureau of Education for Exceptional Students
Florida Ed. Center, Tallahassee, FL 32399-0400
(904)488-1879

Communication Systems Evaluation Center (CSEC)
434 N. Tampa Ave., Sta. 702
Orlando, FL 32802
(407)849-3504/(800)328-328-3678

Florida Instructional Materials for the Visually Handicapped (FIMC)
5002 N. Lois Ave., Tampa, FL 33614
(813)876-5016/(800)282 [illegible]193

Educational Television and Captioning Center for the Hearing Impaired
207 N. San Marco Ave., St. Augustine, FL 32084
(904)823-4461

FSDB Outreach/Parent Education Services
Florida School for the Deaf and the Blind
207 N. San Marco Ave., St. Augustine, FL 32084
(904)823-4040

FDLRS/FSU - Regional Evaluation and Consulting Center
218 Regional Rehabilitation Center
Florida State University, Tallahassee, FL 32306
(904)644-2222

FDLRS/USF - Multidisciplinary Diagnostic and Evaluation Services
University of South Florida
3500 E. Fletcher Ave., Ste. 225, Tampa, FL 33612
(813)974-5001

FDLRS/UF - Multidisciplinary Diagnostic and Training Program
Box J-282 JHM Health Center
University of Florida, Gainesville, FL 32610
(904)392-6442/(904)392-5874

FDLRS/JU - First Coast
Jacksonville University Interdisciplinary Center
225 Gooding Building
2800 University Blvd. N., Jacksonville, FL 32211
(904)725-4646

FDLRS/Mailman - Multidisciplinary Evaluation Services
Mailman Center for Child Development
University of Miami
P.O. Box 016820, Miami, FL 33101
(305)547-6624

FDLRS/TECH
Instructional Technology Training
Resource Unit Educational Services Facilities
2700 St. John's Street
Melbourne, FL 32940-6699
(407)633-1000, ext. 542, 544

FOR AN UPDATED COPY OF THIS LIST, PLEASE CONTACT THE CLEARINGHOUSE AT THE ABOVE ADDRESS. (R 02/04/91)

Module	Hour	Handout
1	2	4(R) (con't.)

Florida Department of Education
Division of Public Schools
Bureau of Education for Exceptional Students

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Tallahassee, FL 32304
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Hamilton, Columbia, Lafayette, Madison, Suwannee
FDLRS/Gateway Associate Center
P.O. Box 1387, Jasper, FL 32052-1387
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FDLRS/NEFEC Associate Center
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Pinellas, Hernando, Pasco
FDLRS/Gulfcoast Associate Center
1895 Gulf-to-Bay Blvd., Clearwater, FL 34625
(813)442-1171/(813)462-9687

Hillsborough
FDLRS/Hillsborough Associate Center
Department of Education for Exceptional Students
411 E. Henderson Ave., Tampa, FL 33602
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Polk, Hardee, Highlands
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Module	Hour	Handout
4	2	4(R)

Florida Department of Education
Division of Public Schools
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FDLRS/Big Cypress Associate Center
Collier County Public Schools Admin. Center
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West Palm Beach, FL 33406
(407)433-3500

Broward
FDLRS/Reach Associate Center
1400 N.E. 6th St.
Pompano Beach, FL 33060
(305)786-7699/(305)768-7704

Dáde, Monroe
FDLRS/South Associate Center
5555 S.W. 93rd Ave.
Miami, FL 33165
(305)274-3501

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Communication Systems
Evaluation Center (CSEC)
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Orlando, FL 32802
(407)849-3504/(800)328-328-3678

Florida Instructional Materials for the
Visually Handicapped (FIMC)
5002 N. Lois Ave., Tampa, FL 33614
(813)876-5016/(800)282-9193

Educational Television and Captioning
Center for the Hearing Impaired
207 N. San Marco Ave., St. Augustine, FL 32084
(904)823-4461

FSDB Outreach/Parent Education Services
Florida School for the Deaf and the Blind
207 N. San Marco Ave., St. Augustine, FL 32084
(904)823-4040

FDLRS/FSU - Regional Evaluation
and Consulting Center
218 Regional Rehabilitation Center
Florida State University, Tallahassee, FL 32306
(904)644-2222

FDLRS/USF - Multidisciplinary
Diagnostic and Evaluation Services
University of South Florida
3500 E. Fletcher Ave., Ste. 225, Tampa, FL 33612
(813)974-5001

FDLRS/UF - Multidisciplinary Diagnostic
and Training Program
Box J-282 JHM Health Center
University of Florida, Gainesville, FL 32610
(904)392-6442/(904)392-5874

FDLRS/JU - First Coast
Jacksonville University Interdisciplinary Center
225 Gooding Building
2800 University Blvd. N., Jacksonville, FL 32211
(904)725-4646

FDLRS/Mailman - Multidisciplinary
Evaluation Services
Mailman Center for Child Development
University of Miami
P.O. Box 016820, Miami, FL 33101
(305)547-6624

FDLRS/TECH
Instructional Technology Training
Resource Unit Educational Services Facilities
2700 St. John's Street
Melbourne, FL 32940-6699
(407)633-1000, ext. 542, 544

FOR AN UPDATED COPY OF THIS LIST, PLEASE CONTACT THE CLEARINGHOUSE AT THE ABOVE ADDRESS. (R 02/04/91)

Module	Hour	Handout
4	2	4(R) (con't.)

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STRESS

Stress appears to be a common denominator in the explanation of abusive behavior. Stressful situations that may lead to abuses:

- lack of money
- loss of job
- divorce
- moving
- death of family member
- drugs, alcohol abuse
- a child with special needs.

Possible signs of abuse that may appear in children. Abused children are likely to share at least several of the following characteristics.

- They appear different emotionally or physically.
- They may have welts, bruises or untreated sores.
- Their injuries may not be well treated.
- They may show evidence of overall poor care.
- They may be given inappropriate food, drink or medication.
- They may exhibit a sudden change in behavior.
- They may be habitually absent or late to school.

ABUSE HOTLINE NUMBERS: 1-800-96-ABUSE or 1-800-962-2873.

Module	Hour	Handout
4	2	6(R)

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Auditory and Language Activities for Infants and Toddlers (con't.)

- **Dance to increase awareness of rhythm and beat.** Play music (tape, records). Pick up the child and sway to the music. Dance cheek to cheek so that the child can associate comfort and fun with what is heard. Change direction when music pattern changes.

- **Tape record sounds common to the house.** The child will become aware of their presence and can begin to associate meaning to non-linguistic sounds. Ask the children to identify the sounds. Supply answers until children can.

- **Use rattan plate holders or heavy white paper plates as dividers.** Stack them with colored paper in between. When child lifts the plate holder say the name of the color that is uncovered. This procedure can be used for many activities, including counting and naming objects. Or, show object and ask child to name what it is after it is covered up.

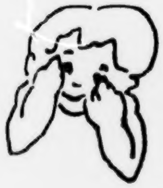
- **Make family mobiles.** Glue pictures of family members in the middle of small tin pot pie pans. Hang them with brightly colored yarn from a hanger. Ask child to name people.

- **Create a milestone album.** This can be like the commercial calendars. Create stickers or pictures of "1st time" achievements.

Smiles At

Laughs At

Plays Pat-A-Cake



Plays Peek-A-Boo

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Module	Hour	Handout
5	2	4(R) (con't.)

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Language Subskills and Definitions

Ages In Months (Approx.)	Functional Language	Sound Patterns	Grammar Morphology-syntax	Meaning
18-24	Jargon and some echoing of words spoken by others; uses speech to get attention; "asks" for help	Uses /p/, /b/, /m/, /h/, /t/ and vowels	Two- to three-word sentences; begins to use personal pronouns	Says 10 to 20 words at 18 months but some say as many as 200 words by 24 months; understands many more
24-36	At 2, speech is not used for social control, but at 2-1/2, demands and attempts control By 3, language is accurate, reflecting appropriate words for what is meant or desired; 70% of speech is understood, although pronunciation errors are still common. Short sentences (3-4 words) are common. All vowels are correct, but /r/, /s/, /ch/, /j/, /v/, /l/, /x/ are often incorrectly spoken. Vocabulary ranges to as many as 1,000 words.	Many begin to use additional consonants; add /f/, /k/, /d/, /w/, /g/; vowels 90% intelligible	By 2-1/2 notice appearance of -ing (present progressive), -s and -es (plurals), -ed (past tense), a, an, the (articles) m and 's (possessives)	Recognizes names and pictures of most common objects; understands 500 words

Module	Hour	Handout
5	3	3(R) (con't.)

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THINGS TO THINK ABOUT - *SUMMARY*

CHILD MUST FEEL:

- COMFORTABLE - meet basic needs of temperature, appropriate furniture, visuals at child's eye level, and so on.
- SAFE - areas are free of items that may be frightening, dangerous, or strange.
- BASIC NEEDS WILL BE MET - these include social and physical well-being.
- STIMULATED, MOTIVATED, AND FREE TO EXPERIMENT.

DIVIDE YOUR SPACE INTO SEVERAL BASIC AREAS:

- Sleeping/Napping
- Feeding
- Diapering/Toileting
- Indoor Activity Area
- Outdoor Space

Some areas should be separate to insure sanitation and quiet. Some other spaces may be used for more than one activity.

FOUR CENTERS TO INCLUDE IN THE ACTIVITY AREA:

✓ Movement/Building
✓ Language/Listening/Music
✓ Pretend/Role Playing
✓ Exploring our World/Art

OUTDOOR PLAY

To develop a sense of balance and awareness of where their body is in relation to what is around them children should experience:

✓ Up and Down
✓ Back and Forth
✓ Side to Side
✓ Circular Movement

Remember, you can take advantage of the time you spend with each child during the day to encourage the child to communicate. You can do this by talking to each child throughout all the activities of the day.

Module	Hour	Handout
6	1	4

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What Purpose Does A Schedule Serve?

- **Schedules help organize the child's day and provide the child with repeated contact with familiar people and events.**
- **Scheduled routines can assure that individual needs are met.**
- **Scheduled daily routines for playing, dressing, washing, toileting, and feeding can integrate opportunities for learning, emotional/social support and the development of self-care skills.**
- **Schedules insure a balance between activity and rest.**
- **Schedules incorporate individual one-to-one adult/child time each day.**
- **Schedules plan for and assure regular breaks for caregivers.**
- **Schedules systematically assign staff responsibilities, providing more opportunities to instruct, learn, and assist in progressing toward established goals of the childcare setting.**

Module	Hour	Handout
6	2	1

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Daily Schedule - Infants

The daily schedule for infants should contain time for the following. However, it is important that the caregiver responds to the infants' needs and internal schedule, not to a rigid time schedule.

- Preparation (B/4 Arrival, Breakfast, Activities)
- Arrival
- Diapering
- Large Group - Morning Greeting Song
- Small Group and Individual Activities - books, toys, tracking, manipulation, movement, rolling, crawling, pulling up
- Transition Times
- Feeding Preparations
- Feeding - meals and snacks
- Clean Up
- Nap/Quiet Time - music boxes, mobiles
- Outdoor Play
- Music
- Departure Preparations
- Departure

Module	Hour	Handout
6	2	8(R)

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Vaccination Schedule

Florida Department of Health and Rehabilitative Services (HRS)

9/17/90

2 months	DTP & OPV
4 months	DTP & OPV
6 months	DTP
12 months	TB Test
15 months	MMR, DTP, OPV and Hib*
4-6 years	DTP & OPV boosters
14-16 years	TD booster (and every 10 years thereafter)

DTP - Diptheria, Tetanus, Pertussis

OPV - Oral Polio

MMR - Measles, Mumps, Rubella

Td - Tetanus, Diptheria (no Pertussis)

Hib - Haemophilus b Conjugate*

*Not yet required in child day care centers and family day care homes.

Module	Hour	Handout
8	1	4(R)

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Toileting

- Place dirty clothing in a bag for parents to take home. Do not wash at school.
- Help the child use the toilet. (If child-sized toilets are not available, seats that adapt an adult toilet are better than potty chairs for controlling disease spread.)
- Help the child wash hands using proper handwashing technique.
- If a potty chair is used, empty it. Do not rinse in sink used for handwashing.
- Wash your hands.
- Clean and disinfect the toilet, adapted toilet seats, and/or potty chairs after each use.

Module	Hour	Handout
8	1	7(R)

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Characteristics of Normal Motor Sequence

Normal development occurs on a background of NORMAL MUSCLE TONE.

Infants learn to MOVE AGAINST GRAVITY as the central nervous system develops:

- Flexion is bending at the joint.
- Extension is straightening muscles against gravity.

Movement develops from the head to the feet.

Primitive reflexes gradually diminish or go away.

Module	Hour	Handout
9	1	2(R)

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Six to Nine Months

PERSONAL AND SOCIAL SKILLS

- Smiles at self in mirror
- Enjoys hide-n-seek, peek-a-boo, pat-a-cake
- Becomes attached to a particular toy or object
- Begins to fear strangers

Suggested Activities

- Hug and cuddle baby often
- Smile and talk to baby
- Play "How Big's the Baby," hide-n-seek, peek-a-boo, pat-a-cake
- Let baby play in front of large mirror

LANGUAGE AND UNDERSTANDING SKILLS

- Starts imitating sounds
- Makes eager sounds for bottle or breast
- Uncovers toy that is hidden by cloth
- Knows own name
- Vocalizes to self when alone

Suggested Activities

- Look at picture books with baby
- Sing songs with baby
- Play hide-n-seek with toys under cloth

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5 minutes **GREETING, SIGN IN, AND DISTRIBUTION OF HANDOUTS**

SESSION BEGINS

15 minutes **LECTURE DISCUSSION: Introduction and Family Structure**

Say: The more we know about ourselves and each other the better prepared we are to deal with everyone in our caretaking environment including other workers, children, and parents. In this three-hour module, we are concerned about our relationship to the families of our children, especially those families who have infants and toddlers who are at risk or who have special needs.

All families are alike in some ways. We say they have the same features. Educators believe that working with families requires an understanding of these features of family development and family functioning. It is important to know how these features are changed when a family includes an at risk or a handicapped child. During this three hour module, we will discuss:

- family dynamics, or how families work
- how a family responds to a special needs child
- strategies a family uses for coping with the stresses of dealing with a special needs child.

Say: During the first hour we are going to examine three aspects of family dynamics common to all family groups. These three aspects are:

- structure
- function
- development.

Handout/ Overhead 4-1-1

Instructor refers to **Handout/Overhead 4-1-1**.

Say: You may wish to take notes on your handout.

Instructor presents the following material through lecture and activities.

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10 minutes

LECTURE/DISCUSSION: The Spread of Disease

Ask: Who can tell me what we mean when we say contagious? Can you give some examples of conditions that are contagious?

Instructor leads discussion to include:

- Contagious means that a disease is catching. One person can give it to another.
- Conditions, or illnesses, that are catching include the common cold, chicken pox, diarrhea, head lice, and rashes, (measles, and so on).

Handout/ Overhead 8-1-2

Instructor refers to **Handout/Overhead 8-1-2**.

Say: Germs are so small that they cannot be seen with your bare eyes. They are spread in many ways:

- Germs can be spread through the intestinal tract. Germs are always found in stool or in bowel movement.
- Another way to spread germs is through the respiratory or breathing tract. This happens when someone coughs, sneezes, or has a runny nose.
- Some germs are spread through direct contact or touching an infected area. An example of this is impetigo (summer sores).
- Finally, some bugs and insects also can spread germs when they bite, sting, burrow in, or crawl on people and on things. For example, encephalitis can be spread through the bite of a mosquito.

Say: The caregiver can stop the spread of germs. How could you stop the spread of germs in each of the following cases?

Handout/ Overhead 8-1-3

Instructor leads discussion of how to stop spread in each of the four areas one at a time. Use **Handout/Overhead 8-1-3** to include:

- Intestinal spread

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Sometimes, when you have a cold, the middle ear space fills with fluid. If this fluid becomes infected, this can be painful and make it hard to hear.

The heads of infants should always be elevated when they drink from a bottle. This will lower the chance of fluid build-up which may result in middle ear infection.

Module	Hour	Handout
2	1	8